

WHICH HAS MORE FAT?

(30 min; 16 children*)

BEHAVIOR GOALS:

1. Reduce intake of high fat foods.
2. Experience the fun of working together while doing a hands-on-activity to discover some of the differences between high and low fat foods.

LEARNING OBJECTIVES:

1. Children will learn the differences in the amount of fat that shows up on a paper towel when comparing some high-fat and low-fat foods.
2. Children will learn the link between staying healthy and reducing fat intake.

TOTAL TIME: ½ hour (without advanced prep)

Time	Activity
3 minutes	Children enter room and Review Classroom Rules & Previous Lesson. The Group Leader administers Pre-test.
2 minutes	Explain the Activity Objectives for the day.
5 minutes	Do "Which Would You Choose" Activity. Share & discuss.
10 minutes	Do "Which Has More Fat" Activity. Share & discuss findings.
5 minutes	Discuss the benefits of reducing intake of high fat foods. Ask children what they could do at home, school or in restaurants to eat less fat.
5 minutes	Clean up work area & administer Post-test.

BACKGROUND INFORMATION FOR INSTRUCTOR:

Refer to Low-Fat Choices, Week 1-CORE lesson.

EQUIPMENT & SUPPLIES:

Classroom Rules & Pre/Post Tests

- poster with "Ground Rules"
- 2 black magic markers for leaders
- 16 sharpened pencils
- 1 pencil sharpeners for each table of 4 children

"Which Has More Fat" Activity

- brown Paper Towels
- 2 ounce bag of pretzels
- 2 ounce bag of popcorn (no butter can prepare by microwave or purchase ready popped.)
- 2 ounce bag of Hot Cheatos or other favorite newly available snack food
- 2 ounce bag of potato chips
- 1 small box of graham cracker

*Can be adapted to accommodate 10-24 children by changing the number of leaders and supplies.

- 1 small box of Oreo Cookies
- 1 banana
- 1 apple
- 1 Snickers candy bar
- 1 cheese stick
- 1 - 4 ounce fat-free yogurt
- 1 tablespoon of peanut butter
- 1 piece of celery
- 1 slice of whole wheat bread
- 1 small fast food French fries (does not need to be hot)
- 1 baked potato

Clean-up

- 4 sponges for cleaning (1 per table of 4 children)
- 4 containers of hand-wipes for cleaning hands (1 per table of 4 children)
- 1 trash bag per 16 children

Pre- and Post-tests

- copies of Pre- and Post-tests (one each per child)
- 1 sharpened pencil per child
- 1 pencil sharpener

PERSONNEL: 2 adults or more

1. Adult Leader (1)

- Teaches lesson, leads learning activities, administers Pre- and Post-tests.
- Facilitates discussion, reviews classroom rules.
- Explains steps for conducting the demonstration, describes & leads discussion on the health benefits of eating a reduced fat diet.

2. Assistant (1 or more)

- Makes sure children practice classroom rules.
- Helps children divide into groups.
- Sets up and passes out supplies needed for learning activity and lesson.
- Encourages & helps with clean up & assures smooth transition to next activity.
- Passes out and collects Pre- and Post-tests (may need to help with reading).

ADVANCED PREPARATIONS: 25 minutes

Pre- and Post-test and Ground Rules

- Make poster with "Ground Rules" or use poster used in a previous lesson
- Sharpen pencils

"Which Has More Fat" Learning Activity (15 minutes)

- Ideally there should be 1 table per 4 children. Children will be working in pairs.
- Put two food pairs out for every table of 4 children.
 - regular chips and pretzels
 - graham cracker and an Oreo cookie
 - banana and Snickers candy bar
 - cheese stick and carrot stick

- 1 tablespoon of peanut butter and 1 tablespoon of fat-free yogurt
- popcorn (no butter) and popcorn buttered
- a Cheeto and a piece of celery
- 1 apple slice and a slice of whole wheat bread
- French fries (does not need to be hot) and ½ baked potato
- A station should be set up on each table to accommodate each group of children working together. Each station should include:
 - a food pair to test for fat content
 - 2 brown paper towels
 - ½ cup of water
 - ½ cup of vegetable oil
 - a marker
 - a dropper

Cooking (10 minutes)

- Microwave popcorn
- Bake potato in microwave

ACTIVITY DIRECTIONS:

1. Since this is only the second meeting of these children in a Nutrition & Food Preparation session, have the children wear name tags again, and then have them sit at one of the tables. Begin by reviewing Rules & Expectations established on the first day. The Activity leader should have these written on poster board and visible for children to see. Allow children to add new rules.
2. As review, ask two or three children who came to the Low Fat Choices Lesson, Spaghetti and Lean Turkey Meatballs, to share what they learned during the last lesson from the "straw activity (How Much Fat?)."
3. Review the objectives of the day - Children will work in pairs to discover which foods have more fat. They will continue to learn the benefits of reducing the amount fat they eat. They will conduct an experiment to test foods for fat content.
4. Do "Which Would You Choose?" Activity
Show children the food pairs on their tables.
Ask: What are the foods? Which of these foods would you like to eat and why?
Many children will recognize the foods shown and will probably pick the foods that are popular snacks among adults and children. They may boast that some of the high-fat foods such as potato chips and French fries taste good or better than the healthier non-fat alternatives.
Ask: Do you think either of these foods has fat in them? Why or why not?
Explain that in order to find out we will conduct an experiment.
5. Do "Which Has More Fat?" Activity
 - Have the children pair up, for example, by assigning children on the same side of the table to work together (or use an alternative method that does not allow the children to "choose" their partner as this can result in hurt feelings, as someone is certain to be "left out"). Give each group a food pair to test for fat.
 - Have the groups rub both their foods on brown paper toweling.

- Using a marker, have them label both spots. (Note: notebook paper works too, but the fat spots are less visible. The finish on grocery bags is less effective since the surface may not be absorbent.)
 - Have them put 2 or 3 drops of water on another brown paper towel and circle and label it as "water". Do the same with 2 or 3 drops of vegetable oil (a form of fat).
 - Let the paper dry for 30 seconds. Have them hold the paper up to the light, and compare the two spots. (Note: Vegetable oil will leave a greasy, translucent spot; the water spot will disappear.)
 - Challenge their thinking by asking and discussing:
 1. How do the spots from your food pairs compare with the vegetable oil spot and the water spot? (The water spots disappears the oil spots don't.)
 2. What does that tell you? Which foods have more fat?
(Chips, cookie, candy bar, cheese, peanut butter, buttered popcorn, French fries and Cheetos have the most fat).
Point out that fruits, veggies, and some foods made from milk have little or not fat.
6. What are the benefits of reducing fat in our diet?
Review and Explain that there are some fats that are healthy and some that are unhealthy. Unsaturated fat is a healthy fat and is usually liquid. It comes from plant sources. Some foods containing unsaturated fats are peas, nuts, fish, seeds and peanut butter. Saturated fat is unhealthy, is usually solid at room temperature, is often animal fat, and can be found in foods like beef, pork. Usually oils are used (and found) in potato chips, French fries and candy bar, fried chicken, whole milk, cheese, butter, and ice cream and in most junk foods.
7. Clean up work area & Share
- Ask children if they enjoyed the demonstration. Discuss why or why not.
 - Ask if they think they would/could use this demonstration to discover the fat in some of the other foods they may eat at home.
 - Ask children what they could do at home, school or in restaurants to eat less fat.
Ferret out the following:
 - Use low-fat or nonfat milk instead of whole milk,
 - Have beans and lentils in place of meat, poultry and fish, when cooking,
 - Use a small amount of liquid oil instead of solid fat like butter, margarine, lard, shortening or bacon grease,
 - Cut the fat off meat and take the skin off chicken or turkey,
 - Cook at home as often as possible,
 - Limit visits to fast food restaurants to once a week or less,
 - Choose regular size servings instead of super sizes.
8. The Leader should administer the Post- Test. Tell children to answer the questions using the information they learned in the lesson and see if there answers are different from earlier. The assistants should collect children's answer sheets and commend them for their participation in the activities.

REFERENCES:

- MyPyramid.gov, Inside the Pyramid, The Food Groups
- TeamNutrition.usda.gov, Youth Activities
- The Power of Choice; Topic 7; Activity 1 "Which Snack Has More Fat?"

EVALUATION: To be completed by activity leaders following delivery of exercise

	LOW FAT CHOICES / WHICH HAS MORE FAT?	
	Rating*	Specific recommendations to improve
Timing		
Equipment / supplies		
Personnel / staffing		
Lesson Instructions		
Transitions		
Discussion questions		
Adequacy of background info		
General response of <u>children</u> to discussion		
General response of <u>children</u> to food		
General response of <u>adult leaders</u> to discussion		
General response of <u>adult leaders</u> to hands on component		

*Rating of 1 - poorly to 5 - excellent.

Other comments:

_____ Date

_____ Name (Optional)

PRE-TEST QUESTIONS

1. Fruits and vegetables have less fat than foods that come from animals
 - a) True
 - b) False

 2. Fats are hidden in many of the foods we like to eat
 - a) True
 - b) False
-

POST-TEST QUESTIONS

1. Fruits and vegetables have less fat than foods that come from animals
 - c) True
 - d) False

2. Fats are hidden in many of the foods we like to eat
 - c) True
 - d) False