

**Which Foods Have Animal Fat?**

(30 min; 16 children\*)

**Nutrition Behavior Goals:**

1. Reduce intake of foods with animal fat.
2. Discover the relationship between animals, food, and fats.

**Learning Objectives:**

1. Learn which foods come from animals and have animal fat.
2. Review the link between staying healthy and reducing fat intake.

**Total Time: (without advanced prep): ½ hour**

<b>Time</b>	<b>Activity</b>
6 minutes	Administer Pre-Test & Review Classroom Rules & Previous Lesson.
5 minutes	Do "Name Animals That We Use For Food" activity. Label Posters.
8 minutes	Make "Pictures of Foods from Animals" Poster.
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 fewer foods with animal fat.
6 minutes	Clean up work area & Administer Post Test

**Background Information for Instructor:**

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

\*Can be adapted to accommodate 10-24 children by increasing or decreasing the numbers of leaders and supplies

**Equipment & Supplies:****Classroom Rules and Pre/Post Tests**

- Poster with "Ground Rules"
- 2 Black magic markers for leaders
- 16 sharpened pencils
- 1 pencil sharpener for each table of 4 children

**"Pictures of Foods From Animals" Activity**

- 1-3ft x2ft Poster Board
- 2 Black Magic Markers (1 per adult leader)
- 10 pieces of construction paper in a variety of colors per table of 4 children
- 4 pair of scissors per table of 4 children
- 2 glue sticks per table of 4 children
- 32 colored crayons per table of 4 children
- 16 markers in a variety of colors per table of 4 children
- 1 roll of Masking Tape per table of 4 children

**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

**Personnel:****Adult Leader (1)**

- Administers Pre and Post Tests
- Teaches lesson and leads learning activities.
- Facilitates discussion, reviews classroom rules
- Explains steps for making posters.
- Leads discussion on which animals do we use as food.
- Leads discussion on which foods come from animals.
- Leads the review of the health benefits of eating a reduced fat diet.

**Assistants (1 or more)**

- Makes sure children practice classroom rules.
- Helps children divide into groups
- Hands out and collects Pre and Post Tests
- Sets up and passes out supplies needed for learning activity and lesson.
- Encourages and helps with clean up
- Assists to ensure smooth transition to next activity.
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**Advanced Preparation (15 minutes total)****Pre and Post Test and Ground Rules**

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

**"Which Has Animal Fat" Activities**

- Ideally, there should be 1 table set up per 4 children.
- Hang "Ground Rules" poster and 4 Blank sheets of Poster Board around the room

- Put out the following art supplies on each table:
  - crayons
  - markers
  - construction paper folded and cut in half
  - scissors
  - glue

### Activity Directions

1. Children enter the room and are directed to be seated. The Assistants should pass out the Pre-test while the leader explains that the children will answer 2 questions. Explain that it is ok if children don't know the answers because the information will be covered in the lesson today. They will get to answer the questions again at the end of the lesson. After children are done answering the Pre Test questions the assistant should quickly collect the tests and redirect the children's attention to the poster with Ground Rules 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 rules only if they are NOT already on the poster.
2. As **review**, the Activity Leader should ask two or three children who came to the "Which Food Has More Fat" lesson to share what they learned during the last lesson about ways to discover if a food has fat and which foods have more fat than others do. (*Some foods contain a lot of fat; others contain very little. You can't always "see" the fat in a food, as fats can hide in many of our favorite foods*)
3. **Review the objectives of the day** - Children will work in groups of 4 to make posters that have pictures of foods that come from animals. They will continue to review the benefits of reducing the amount of fat they eat.
4. **Do "Name Animals That We Use For Food" Activity** - Explain that people who eat large amounts of fat tend to have more heart disease and certain kinds of cancer than those who don't. The type of fat eaten is also important. Plant oils (fat) are better for health than animal fats.
  - Ask: What are some animals that we use for food?*  
*Children may name a variety of animals depending on their cultural experiences (Turkey, hens, lamb, cattle, cows, duck, chicken, pig, fish, or deer. If the children say "beef", you say "yes, from cattle"; if they say "milk", you say "yes, from cows"; if they say "pork", you say "yes, from pigs"; if they say "eggs", you say "yes, from hens", etc)*
  - Ask: Which 4 kinds of animals would most likely provide foods that are eaten by the average American?*  
*(Cattle, Pig, Fish, & Chicken/Poultry) As children name these 4 kinds of animals the Activity Leader should write 1 animal name/ per poster board.*
5. **Do "Pictures of Foods from Animals" Activity**
  - *Explain that each table will make a poster with all of the different foods that can be made from the animal named on their poster board.*
  - *Divide children by table into 4 groups of 4 children/group.*
  - *Assign each of the 4 tables one of the 4 animal posters. Explain that each table should think of all of the foods that come from their group's particular animal.*
  - *Have Activity Assistance circulate to each table to make sure children are picking foods appropriately*
  - *Have children draw pictures of the foods from animals.*
  - *Children should color their pictures and cut them out.*

- *After Assistants have reviewed the children's food pictures for accuracy the group should begin decorating their posters by gluing their food pictures on the poster.*
- *Using colored markers, Adult Assistants should help children label their foods.*

**6. Have groups share, discuss and hang their posters.**

*Challenge their thinking by asking and discussing:*

1. *Why do you think potato chips contain animal fat if they are made from a potato which is a vegetable? (They are usually fried in saturated fat/animal fat)*
2. *Cookies, candy bars, cheese, peanut butter, buttered popcorn, French fries and Cheetos are foods we discovered in our last lesson contain a lot of fat. Which animal fats do you think they contain? (Butter, milk fat, lard, beef fat)*

*Explain that it is sometimes difficult to tell exactly how much animal fat or saturated fat a food has without looking at the Food Label. Let them know that in our next lesson we will learn how to determine how much fat a food has by reading its food label.*

**7. What are some unhealthy fats and why should they be reduced in our diet?**

**Review and Explain** that *there are some fats that are healthy and some that are unhealthy.*

*Animal fat can be found in foods like beef, pork, potato chips, French Fries and candy bars, chicken skin, whole milk, cheese, butter, and ice cream and in most junk foods. This kind of fat can clog our arteries and lead to disease and weight gain.*

**8. Clean up work area & Share**

- Ask children if they enjoyed the activity
- Discuss why or why not and ask if there were foods they were surprised to find had animal fat.
- Help children share ways they can 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*

- 9.** 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 used for background information:**

- *USDA, MyPyramid.gov; Inside the Pyramid, "What are Oils?"*
- *MyPyramid.gov, United States Department of Agriculture; Dietary Guidelines for Americans; 2005*

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

**Low Fat Choices / Which Foods Have Animal Fat?**

	Rating	Specific recommendations to improve
Timing		
Equipment / supplies		
Lesson Instructions		
Transitions		
Discussion questions		
Adequacy of background info		
General response of <u>children</u> to discussion component		
General response of children to the food itself		
General response of <u>adult</u> to discussion component		
General response of adults to hands on component		

Rating of 1 - poor to 5 - excellent

Other comments:

\_\_\_\_\_ Date \_\_\_\_\_ Name (Optional)

### Pre Test Questions

All fat is the same

- a) True
- b) False

Animals used for food

- a) can have unhealthy saturated fat that leads to disease and weight gain
- b) include cattle, pigs, lamb and poultry
- c) a & b

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### Post Test Questions

All fat is the same

- a) True
- b) False

Animals used for food

- a) can have unhealthy saturated fat that leads to disease and weight gain
- b) include cattle, pigs, lamb and poultry
- c) a & b