

**Title:** Whole Grain Choo Choo Train Lesson Plan for Children

**Target Audience:** Children two years of age and older and their caregivers

**Objectives:**

1. The children will begin to recognize whole grain foods.
2. The children will color a whole grain food they would like to taste.
3. The children will be active by jumping, skipping, hopping and running in place.
4. The caregiver will learn to identify which grain foods are good sources of whole grains.
5. The caregiver will learn the importance of making half of consumed grain foods be whole grain foods.
6. The caregiver will recognize the importance of being a role model for their children and include whole grain foods in their children's meals and snacks.

**Teaching Materials Needed, Including Handouts:**

1. Multiple copies of The Whole Grain Choo-Choo Train book, so that one book can be given to each family (available for download at: <http://www.floridahealth.gov/%5C/healthy-people-and-families/wic/nutrition-materials/whole-grain-choo-choo-train/index.html>.)
2. Multiple black and white copies of the four coloring pages: Bonita Brown Rice, Haley Whole Wheat Bread, Ollie Oatmeal, and Tito Soft Corn Tortilla; so that each child will have at least one coloring page.
3. Crayons
4. Optional: print a color copy of the picture of the grain kernel from the WIC website to use with the caregivers.
5. Optional: packages or labels of grain foods that are whole grain and some that are not whole grain. Sample ingredient labels can also be printed from various websites, such as: <http://www.dietfacts.com/html/nutrition-facts/wonder-bread-soft-100percent-whole-wheat-10660.htm> - example of whole grain; <http://www.dietfacts.com/html/nutrition-facts/brownberry-dutch-country-multi-grain-bread-original-recipe-12262.htm> - is not whole grain; <http://www.foodsdatabase.com/LinkedLabel.aspx?FoodId=11541> - not whole grain; <http://www.generalmills.com/corporate/brands> - then use any cereal (Cheerios and Wheat Chex are whole grain examples. Corn Chex, Rice Chex and some others are not considered whole grain, although they have a small amount of whole grain in them.) Local agencies may wish to use examples from the current WIC Approved Food List.
6. Copies of the evaluation and pencils or pens.

**Advance Preparation Needed:**

1. Count out and set aside the necessary number of "Choo-Choo" children's books.
2. Make the necessary number of black and white copies of the four different children's coloring pages.
3. Have crayons available.
4. Optional: print a color copy of the picture of the grain kernel from the WIC website.
5. Optional: gather packages of grain foods or labels or print grain food labels from the Internet.
6. Make the necessary number of copies of the evaluation.

7. Gather a few pencils and pens.

### **Class Outline and Methods:**

1. Explain to the children and caregivers how the lesson will be organized. If one adult leader will be giving the whole lesson, explain that the children will have a story read to them and will do some physical activity, and then while they do a drawing activity, the leader will give some more detailed information about the subject to the caregivers. Give a brief explanation of the topic. If two adult leaders will be giving the lesson, explain that the children will go with one leader for a story and some activities and the caregivers will stay with the other leader for some information for the caregivers.
2. Have the children sit in a circle with the leader. Show the children the cover of the “Choo Choo” book and discuss what they see on the cover. “What do you think this story is about?” “Yes, it is about a train, whole wheat bread, oatmeal, brown rice and corn tortillas.” Ask the children to tell the group if they have eaten one of these whole grains, or other whole grains.
3. Next the leader will read the book to the group. Each time the leader reads the part that says, “Choo-Choo Whole Grains,” have the children make an up and down motion with their hands (like pulling a train whistle) and repeat with the leader the phrase, “Choo-Choo Whole Grains.”
4. At the end of the book, ask all of the children to stand up and do each of the motions from the book together as a group: hop, jump, run in place, turn around.
5. Lay out the coloring pages, and explain to the children the name of each of the characters, which they met in the book. Have each child select a coloring page and then have all of the children color their page.
6. Either while the children are coloring, or while the children have their lesson, discuss with the caregivers, “What is a whole grain?”
  - a. Whole grains contain the entire grain kernel.
  - b. For example, white bread has had the outer coat of the grain kernel removed.
  - c. The outer coat contains the bran, which is where the fiber is located, and the germ, which is where many of the B vitamins are found. (If you printed the picture of the grain kernel from the WIC website, either show it to the group or pass it around.)
7. Ask the group why it is important to include whole grain foods in our meals and snacks. Emphasize the health benefits: feel fuller so can help with weight control; helps with constipation; decreases risk for diabetes, heart disease, and colon cancer.
8. “How do you know if a food is a whole grain?”
  - a. Look for the word whole.
  - b. On the ingredients label, the words “whole” or “whole grain” will appear before the grain’s name. For example: whole wheat bread or whole oats.
  - c. If you brought sample food products or food labels, give one to every two or three caregivers and have each group identify the whole grain in their ingredient list, or if they have a non-whole grain food, discuss this with the group. Emphasize that the color of a food does not mean it is whole grain. If time allows, discuss the amount of dietary fiber listed on the label.
9. Discuss that a good goal is to make half of our grains whole-grain. This is the same for children and adults.
10. Ask caregivers to share with the group one whole grain that they think could be included in their family’s meals and snacks.

- a. Additional ideas that could be shared: snack mix made with ready-to-eat, whole grain cereal; bread that has whole wheat flour as the first ingredient; brown or wild rice; corn or whole wheat tortillas; whole wheat spaghetti or pasta; barley in soup.
11. Reinforce that they are the role models for their children – try to include at least one of the foods from the Choo-Choo book for their family’s meals during the next week. The delegated WIC staff person should ask the caregiver to record on a piece of paper, “What is one thing that you can do to increase whole grains for your family’s meals or snacks?”
12. Upon completion of the lesson, a designated WIC staff person should record completion in the client’s KWIC record. If possible, the client’s goal can also be entered into KWIC.

**Interactive Component:**

The client or caregiver will interact with the WIC staff as specified in the Class Outline and Methods section. One or more interactive activities will be used in this .

**Behavior Change Goal:**

The designated staff person will assist the client/caregiver to set a goal based upon the class as outlined in the Methods section above.

**Procedure for Clients to Ask Questions of Trained WIC Staff:**

The designated WIC staff person will either answer the questions or guide the client to the staff person qualified to answer a question posed by the client/caregiver.

**Evaluation:**

Have each caregiver complete the question (on paper), “What is one thing that you can do to increase whole grains for your family’s meals or snacks?”

**Comments/Other:**

Lesson Plan Written By: Julie Ornelas, 2009

Lesson Plan Revised By: Pat Dunavan, 2012

Lesson Plan Approved By:

Date: