Arkansas farm to YOU

Station 1: The Arkansas Plate Farm
Grades 4-6
Welcome to Arkansas Plate Farm. Get ready for an interesting adventure through Farm to You. On this adventure you will uncover clues to help you learn more about choosing nutritious foods and practicing habits to make you strong and healthy. It’s going to take teamwork, so stack your hands together and on the count of "three", say "Farm to You!"

Why is the first stop of the adventure at a farm?  
*Farms grow plants and raise animals for the food that we eat.*

Would you agree that farms are the first and important part of our food supply system? Yes.
If you EAT you are a part of AGRICULTURE.
Who knows what this is?
Refer to MyPlate graphic on flip chart. Pause for responses.

It’s MyPlate. It was designed by nutrition experts to help us know how to eat healthy.

But what do farms have to do with MyPlate? To figure out the first clue of the Farm to You adventure you will need to find the connection between the Arkansas Plate foods, MyPlate and the farm.
Which part of the Arkansas Plate belongs to the orange MyPlate section? 
*Rice*

Many Arkansas farmers grow rice. 
*Point out the exhibit’s rice plant and pass around the rice grain for students to feel.*

*Arkansas is the top rice producer in the country, producing close to 50% of the nation's rice.*
Which part of the Arkansas Plate belongs to the green MyPlate section? *Corn, soybeans, and tomatoes.*

What farm plants do corn, soybeans and tomatoes come from? *Corn, soybean, and tomato plants. Point out the exhibit’s corn, soybean, and tomato plants.*
Vegetable Group

ChooseMyPlate.gov
Which part of the Arkansas Plate belongs to the fruit group?

Some may say tomatoes and you are technically correct. If we use the scientific classification for tomatoes, they are fruits. But most people eat tomatoes like a vegetable.

The berries - blueberries, blackberries, and strawberries - belong to the fruit group. All the berries are grown here in Arkansas.
Which part of the Arkansas Plate belongs to the blue MyPlate section? 
*Milk.*

What farm animal does milk come from? 
*Cows and goats.*

Yes, but not just any cow. Cows that produce milk are called dairy cows.  
*Point out the exhibit’s dairy cow cutout.*

Some people like to drink milk that comes from dairy goats, too!
Dairy Group
Which part of the Arkansas Plate belongs to the purple MyPlate section? *Chicken breast or meat.*

What farm animal gives us this protein? *Chicken. Point out the exhibit’s chicken cutout.*
Protein Group

ChooseMyPlate.gov
How many food groups are in the Arkansas Plate?
*Five – grains, vegetable, fruit, milk/dairy and protein.*

Who remembers why my farm is named the Arkansas Plate Farm?
*Because all the foods on the Arkansas Plate come from a farm.*
But there is a little problem to solve and I need your help. All this good food needs to go to market. Can you help me get it there?
Arkansas farm to YOU

Station 2: To Market
Grades 4-6
Each kind of food takes a different journey from the farm to where it is purchased. Today we are following milk as it travels from the farm to the grocery store.
Cows are milked in the part of a barn called a milking parlor. The milk is pumped to a big tank where it is stored and kept cool and clean.
Each day it is picked up by a large truck that takes it to a processing plant. At the processing plant it is heated to kill bacteria. This is called pasteurization. Then, it is put into milk jugs or cartons, or made into cheese or yogurt.
Now we’re going to discover how rice gets from the farm to your plate.

In Arkansas, rice is planted in the spring and harvested in the late summer or early fall when it turns golden brown.

Once ready to harvest, a combine comes through and removes the tops of the stalk which is known as the grain of the rice plant.

*Show students tub of grain.*
The farmer will then take the rice to the grain elevator or coop where they will clean and mill it to remove the hull. Then it is taken to the processor to get it ready to eat and then to the store.
When foods are put into packages it is also labeled with different kinds of information. Why do we need food label information? *To help us make healthy food choices.*

The clues you need to make healthy food choices are found on the label. *Ask students to look for the following information on the container and pause for a few seconds for answers.*

Find the Nutrition Facts label. It looks like this. *Refer to the Nutrition Facts label on the flip chart.*

How many servings are in the container?

How many grams of sugar are in one serving?
Compare to chocolate milk?

What percentage of the daily recommendation for calcium is in one serving?
*Pause briefly for response.*

Percent daily values give you clues to if a food is high or low in a nutrient. Less than 5% means it’s low and more than 20% means it’s high.

Is the milk high or low in calcium?
# Nutrition Facts

Serving Size 1 cup 245g (245 g)
Servings per container 16

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
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<tbody>
<tr>
<td>Calories 125</td>
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| Total Fat 5g       | 7%             |
| Saturated Fat 3g   | 15%            |
| Trans Fat          |                |
| Cholesterol 20mg   | 7%             |
| Sodium 127mg       | 5%             |
| Total Carbohydrate 12g | 4%         |
| Dietary Fiber 0g   | 0%             |
| Sugars             |                |
| Protein 9g         |                |

| Vitamin A 10% • Vitamin C 4% |
| Calcium 31% • Iron 1% |

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

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<tr>
<td>Total Fat</td>
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<tr>
<td>Total Carbohydrate</td>
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<td>375g</td>
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<td>Fiber</td>
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Calories per gram:

- Fat 9 • Carbohydrate 4 • Protein 4
Find the list of ingredients. What is the first ingredient?  
*Pause briefly for response.*  
The ingredient listed first is the one you are getting the most of in the food item.

How many ingredients are listed?  
*Pause briefly for response.*

The more ingredients listed, the more a food is processed. A lot of ingredients may be a clue the food contains added fat and sugar. These would be foods you want to eat less often.

Congratulations – you have learned how to use food label clues to make healthy food choices. Your next stop is a Healthy Café and other places where you can make healthy food choices.
# Nutrition Facts

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- Fat 9
- Carbohydrate 4
- Protein 4
Station 3: Healthy Cafe
Grades 4-6
Welcome to the Healthy Café where you can choose a variety of food. What does variety mean? *Having a lot of different things.*

What does eating a variety of foods mean? *Eating foods from all the food groups.*

Different food groups provide different nutrients. Fruits and vegetables with different colors also provide different kinds of nutrients. When you are in the school cafeteria it is your responsibility to choose a variety of foods.

Please divide into two groups. The group challenge is to work together to make a MyPlate that includes all the food groups. *Be sure each student gets to pick a food item.* The goal is to fill the plate with a variety of food from each food group.

After the students have completed the activity, ask them to check their work by asking the following questions.

Is each food group represented on MyPlate?
Is half of the plate filled with fruits and vegetables?
Did you pick a lean protein food?
Did anyone choose a protein food that isn’t from an animal?
Do you have a grain? Is it a whole grain?
Did you remember a dairy food? Is it fat-free or low-fat milk, cheese or yogurt?
Having a rainbow of colors on your plate is another good clue you have variety.

Which food groups have a wide variety of different colors?
*Fruits and vegetables.*

In the school cafeteria choose at least one fruit and one vegetable, or even more, every day.

What are some other times you can choose fruits and vegetables to eat?

*Snacks, breakfast, dinner or when eating out, choose salad or fruit instead of french fries.*

Why is it important to eat a variety of foods?
*To get all the nutrients you need to be strong and healthy.*

The next time you are in the cafeteria be sure to choose a variety of food to eat. Look for the Farm to You symbols and choose a food from each food group. If there is a new fruit or vegetable, be sure to try it. You might like it!
Good work! You have discovered the importance of variety for strong and healthy bodies.

In the next part of the Farm to You adventure, you will learn how your body turns food into nutrients needed for good health. You will go to the mouth and then slide through the esophagus to the stomach. From the stomach you’ll travel through the small intestines, muscles, bone and then pop out onto the skin. **Point to each organ on the flip chart as it is mentioned.**

We will also talk about other choices that effect health.
Station 4: The Mouth
Grades 4-6
Script for grades 4-6:

You are here in the body. The mouth gives us clues about how food taste. If you don’t take care of your mouth think of all the wonderful clues you will miss.
You are here.
Your mouth has several types of tissues that have different jobs important to your hunt for good health.

Why are healthy gums important?  
*They protect the bones that hold teeth in our mouth.*

What does the tongue do?  
*Helps taste food, helps us talk and helps us swallow.*

What are the different flavors we taste?  
*Sweet, salty, sour and bitter.*
Which food group contains foods that help build healthy teeth? *Dairy foods.*

What is an important nutrient in dairy foods that makes teeth hard? *Calcium.*
Vitamin C rich foods help keep gums healthy. A clue you might not be getting enough Vitamin C is if your gums bleed, especially when you brush your teeth. Can you name some foods rich in Vitamin C? Citrus fruits, tomatoes, broccoli, cabbage, bell peppers, mango, strawberries and spinach.
What does hygiene mean?
*Keeping your body clean.*

What is an important hygiene habit that will keep your mouth healthy and your breath fresh?
*Brushing and flossing teeth.*
Besides drinking plenty of milk, eating fruits and vegetables, and flossing your teeth there is one more thing you must do to keep your mouth healthy. What do you think it is? 

*Don’t smoke.* That’s right - **Be tobacco free!**

What does that mean? Don’t smoke or use smokeless tobacco.

*Show diseased (smoker’s) mouth model.*
This is what a tobacco’s user’s mouth looks like inside. 

*Gently push lips away from teeth and show gum disease and tooth decay. Also point out sores on the tongue and lip.*

What other kinds of disease is related to smoking? *Smoking causes lung diseases like lung cancer and emphysema.* *Emphysema puts holes in the lungs and makes it very hard to breathe.*

*Show the healthy and diseased lung model.*
What color are your lungs? If you don’t smoke, they are pink like this model of a healthy lung.

**Please do not encourage student’s use of pump.**

What differences do you see in the way the healthy lung works compared to the diseased lung? *The diseased lung inflates and deflates slower than the healthy lung.*

This healthy pink lung is what we want our lungs to look like. Smoking can cause diseases and make our lungs look like this model of a smoker's lung. Diseased lungs make it very hard to breathe. Let's keep our lungs and mouth healthy by not smoking.
TOBACCO
Once again, you have discovered clues to keep your mouth and teeth healthy. Can you tell me what they are?

*Drink milk/eat dairy foods.*
*Eat fruits and vegetables.*
*Brush your teeth.*
*Don’t use tobacco products.*

As you go to the next section of the Farm to You adventure, wrap your arms around yourself and squeeze.
Arkansas farm to YOU

Station 5: The Stomach
Grades 4-6


**Script for grades 4-6:**

Welcome to the stomach. You are here in the body *(point to the highlighted stomach)*. You were just squeezed through a tube that connects the mouth to the stomach.

Does anyone know what it is called?
*Esophagus.*
You are here.
Show the 10” plastic tubing to illustrate the esophagus. Place one end at the bottom of your neck, letting it extend to the top of your abdomen.
The esophagus is about 10 inches long in an adult and about ¾ inch in diameter.

How long do you think it takes food to go though the esophagus? Pause briefly for one or two responses. Food passes quickly through the esophagus in about 4 to 6 seconds. Liquid and soft foods move even faster.

Refer to the MyPlate and graphic of a child’s body on exhibit walls during the following dialogue.

Foods in the same food group have similar kinds of nutrients. Let’s investigate beginning with grains. The main ingredient in grains is carbohydrates. Carbohydrates give body cells energy. Which body cells need the most energy? Pause briefly. Muscle cells.

Which body cells need carbohydrates to think? Pause briefly. Brain cells.

Vegetables and fruits are good sources of vitamins A and C. Vitamin A is important for eye health, especially night vision and skin health. Vitamin C helps builds collagen, which helps cuts and scrapes heal.

Milk and dairy products are good sources of calcium. Why is calcium important? Calcium helps keep bones & teeth strong and healthy.

Meat, beans, nuts and eggs are part of the protein food group in MyPlate.

Why is protein important? Pause briefly. Protein builds and repairs body tissues.
Esophagus and Stomach
An important clue that many people miss is listening to their stomach to know when they have eaten the right amount of food.

A few ways you can make sure you're eating the right amount of food is to compare your food to the size of these items (refer to deck of cards, baseball and computer mouse).

You can use the deck of cards to compare your meat serving. Next time you order a hamburger, look to see if the meat is about the size of these cards.

*Show students the deck of cards and the hamburger patty side by side.*

You can use the computer mouse to compare to your potatoes.

*Show students the computer mouse and cauliflower side by side.*

Lastly, a baseball is about the size of a serving of fruit or vegetable.

*Show students a baseball and a piece of fruit or 1/2 cup serving of vegetable side by side.*

Now let's try and fill this plate with correct size portions, using the deck of cards, computer mouse and baseball technique that we just discussed. *Have one student pick a food to fit in the portion plate.*  *Discuss if it is the correct serving size.*

If you get full before you eat this amount of food, it's okay to stop eating. And, if you are still hungry, it's okay to eat a little more. The important thing is to eat slowly and listen to your stomach to know when you have eaten the right amount of food.

How do you know when you have eaten the right amount of food for you? *Stop eating when you start to feel full, not when you feel stuffed.*
Let’s be sure you got some of the important clues:

Food is digested into what in the stomach? *Nutrients.*

If you can’t see at night what should you eat more of? *Vitamin A or fruits and vegetables.*

If your gums bleed when you brush your teeth what should you eat more of? *Vitamin C or fruits & vegetables.*

What part of your digestive system gives you clues to control food intake? *Stomach.*

Congratulations! You have discovered clues about how food is digested into nutrients that help your body be healthy. The next mystery is how those nutrients get to where they need to be.
Arkansas farm to YOU

Station 6: The Small Intestine
Grades 4-6
Welcome to the small intestine. Please sit down.

You are here in the body.
*Point to the highlighted small intestine. Ask students to place their hands over their small intestine (lower part of abdomen).*

How long is the small intestine?
*Wait for response.*

*Ask a student to slowly pull the rope out of the container.*
The intestine is about 20 feet or about as long as a school bus.
You are here.
The inside of the small intestines is covered with villi (vil-i). Point to villi hanging from ceiling or graphic on exhibit wall.

They look like tiny, little hairs. Refer to the picture of the villi on exhibit wall.

The villa’s job is to move the nutrients from the digestive system into the blood. Let’s use the scientific process to understand how it works. First, let’s predict what will happen when the corner of a paper towel is placed into water. What do you think will happen? The water is absorbed by the paper towel. 

Demonstrate placing a small corner of a white paper towel into water.

What happened when the paper towel touched the water? Some of the water was absorbed by the paper towel.

Was your prediction correct?

The villi absorb nutrients like a paper towel absorbs water.

After the nutrients go into the villi they keep going through the intestinal wall and into your blood. The blood takes the nutrients to the parts of the body where they are needed.
To help the nutrients travel in the blood we need water. Did you know that more than half of our body is water! We lose water when we sweat, so it’s especially important to drink extra water when you are running and playing.
60% Water
Our intestines also need fiber to stay healthy. We get fiber from plant foods. What are three food groups that provide fiber? \textit{Grains, vegetables and fruits}.

There are also two foods in the meat group that come from plants and that are good sources of fiber. Do you know what they are?

Pause for response. If help is needed give the following clues:

Here is a clue to help you: I come from a plant and squirrels like to eat me. What do you think they are? \textit{Nuts}.

The other one is a popular food that grows in pods. \textit{Beans}

Fiber is important because it acts like a broom (\textit{refer to broom}) by cleaning out the waste products in our intestines. Make sure you drink plenty of water to help the fiber you sweep the waste products out of your intestines.

When are two times you should drink more water? \textit{When the weather is hot; when exercising and sweating.}

Do you remember a food that has fiber? \textit{Fruits, vegetables, beans, nuts, grains}

Good job. You have discovered some important clues to good digestive health.
Script for grades 4-6:

Does anyone know how many different muscles we have in our bodies? 636.

Muscles need food to grow and to have energy to work. Here you will uncover clues to help you give your muscle’s what they need to help you grow and go.
Flex left arm and place right hand on bicep muscle. Flex your left arm and place your right hand on top of the muscle. Straighten and bend your arm. Do you feel the muscle moving? What is the name of the muscle? Biceps muscle.

Now feel the muscle on the bottom or your arm above your elbow. Do you know what it is called? Triceps muscle.
Show muscle replica - This is what 1 pound of muscle tissue looks like.

Show fat tissue replica - And this what a pound of fat tissue in our body looks like. We need to exercise so we gain muscle instead of fat tissue. Notice the fat tissue replica looks larger than the same weight of muscle. Muscles fibers are made of proteins that make the muscle fibers contract, so we can move more.

Which food group provides high quality protein? *Meat and dairy, or foods from animal sources.*

Muscles also need energy to move. Which nutrient provides the most energy in our diets? *Carbohydrates.*

Which foods provide carbohydrates? *Grains, fruits and vegetables.*

Carbohydrates give us energy the same way that gasoline makes a car go. If we don’t eat enough, we don’t have energy to go. There are two types of carbohydrates. Do you know what they are? *Simple and complex.*

Complex carbohydrates are the good carbs. Foods that contain complex carbohydrates provide energy and they also provide vitamins and minerals to help your body use the energy. Which food groups provide complex carbohydrates? *Whole grains, fruits and vegetables.*
Besides food, what else do muscles need to be strong and healthy? **Exercise or physical activity.**

For muscles to stay strong and healthy we need to be physically active for 60 minutes per day. We are going to do some exercises to help muscles build strength and flexibility.

Ask students to stand. Give each a stretchband. Instruct students to wrap each end around their hands once. Put other end under foot, and do bicep curls. Next ask students to put one arm over head and reach behind back with other arm and do tricep extensions. When finished collect dynabands.

This type of exercise is resistance exercise, but you also need to make sure you’re getting aerobic exercise. Aerobic exercise causes you to breathe harder than usual. Can you think of some aerobic exercises? **Running, biking, swimming, basketball, skating and dancing.**

What are some things you can do to increase physical activity? **Pause for response.**

What two nutrients are especially important for muscles? **Protein and carbohydrates**

Why is exercise important for muscle health? **Exercise strengthens muscles and keeps them flexible.**

Good job. You are excellent at discovering clues leading to Operation Health.
Station 8: The Bones
Grades 4-6
Welcome to the bone station. Here you will learn the clues to help you build strong and healthy bones.

Building bones is a big job because our bodies have 206 different bones. Refer to the skeleton on the flip chart.

Bones are long, short, thick and thin. Over half of our bones are in our hands and feet. Do you know where the smallest bone in your body is? Ear.

Feel your ear lobe. If we didn’t have bones our whole body would feel that way. We would be like jelly fish!
What nutrient builds strong bones? *Calcium.*

About 99% of the calcium in our body is in the bones. The other 1% is in the blood and muscles.

Do any of you ever have muscle cramps? *Briefly pause for show of hands.*

Muscle cramps are a clue you may not be getting enough calcium.

Bones act like a calcium bank for the blood and muscles. When you get enough calcium in your diet, specialized cells called osteoblasts use the calcium to build bone tissue.

When calcium is low in your diet (such as when you don’t drink enough milk), special bone cells called osteoclasts dissolve bone tissue so that the calcium can move into the blood and muscles.

*Show osteoporotic side of small bone model in the following dialogue.*

When bones dissolve more than they grow, we get holes in our bones. This condition is called osteoporosis.

*Compare the osteoporotic side of the bone model to the healthy side.* Point out the healthy bone has more connections and fewer and smaller open places. *Calcium helps build the connections.*

Which kind of bone do you think breaks more easily? *Osteoporotic bones, or the bone with fewer connections.*
How much milk does it take each day to keep bones strong?  
*Three servings. Show the milk carton, slice of cheese and yogurt blocks.*

Do all three servings have to be milk?  *Pause for responses.*

No – you can mix and match. It’s okay to have 2 glasses of milk and a slice of cheese, or 1 glass of milk and a piece of cheese and carton of yogurt.

Do you think this can of pop is a good for building strong connections in bones?  
*Pause for responses.*

No is right. What nutrient is it lacking?  
*Calcium.*

We should drink milk instead of soda to get enough calcium.
What other health habit is needed for strong bones?
*Exercise or physical activity.*

To grow stronger bones also need weight-bearing exercise. Weight-bearing is any activity you do on your feet that works your bones and muscles. What are examples of weight-bearing exercise you enjoy? *Pause for one or two responses. Correct responses include running, riding bike, skateboarding, soccer, swimming, dancing, etc.*

Now let’s practice a weight-bearing exercise. Can you all stand up and spread out, we’re going to do some Calcium Jacks. These are jumping jacks while spelling calcium. *Lead group in jumping jacks while they spell calcium together.*

You have one more set of clues to discover in the journey from Farm to You: Operation Health. To find them carefully slip through the hand bones there on the wall.
Station 9: The Skin
Grades 4-6
Welcome to the final destination of the Farm to You: Operation Health adventure. Your job here is to find the clues for keeping skin healthy.
We take care of skin from both the inside and outside.

What is one way you can take care of your skin from the inside? *Eat fruits and vegetables.*

What are two vitamins fruits and vegetables provide? *Vitamin A and vitamin C.*

Do you remember the jobs vitamins A and C do in the body? *Vitamin A helps keep skin smooth. Vitamin C helps heal cuts and scratches.*

Eating Arkansas grown fruits and vegetables like strawberries, blackberries, watermelon, and tomatoes will help us get enough vitamins A and C.

Here is an important clue: Vitamin C doesn’t stay in our bodies for very long, so you must eat fruits and vegetables every day.
Don’t forget your fruits & veggies

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We also need to take care of the outside of our skin. How are the kids in this picture protecting their skin? *Wearing helmets and knee and elbow pads.*

That’s right. Remember to wear a helmet and knee and elbow pads anytime you are doing an activity where you could fall. If you do scrap or cut your skin, what foods can help you heal faster? *Fruits and vegetables.*
Which of these persons is protecting their skin from the sun?
*The person wearing the hat and sunglasses.*

If you are outside when the sun is hot remember to wear a hat and to use sunscreen lotion.
Another way to protect our skin is to keep it clean. Does anyone see any germs around here? Refer to hand graphic on wall with “green bacteria”. Can you see germs on your hands? No

We can see stuff like dirt, but we can’t see germs. Can you help me with an experiment to see how easy it is to get germs on our hands and why it is important to wash our hands as we discussed?

Divide students into 2 groups. Apply 1 squirt of Glo-germ (pretend germs) on the hands of students in group ONE and ask them to shake hands with group TWO who didn’t get Glo-germ. Allow a few seconds for each student to place hands in the black light box to see flourescent germs. Ask students to sit down after their turn at the light.

Did everyone have germs on their hands? Yes

How did the germs get on their hands? The germs moved when students shook hands.

When should you wash your hands? Before eating, after using the restroom, after playing with pets, etc.

What do you need to wash your hands thoroughly? Warm water, soap and rubbing.

How long should you wash your hands? 20 seconds or about the time it takes to sing “Happy Birthday.”

There were three clues to help you keep your skin healthy. What are they? Eat fruits and vegetables. Protect skin from sun, scraps and cuts. Wash hands or keep skin clean.

Thank you for your hard work during the Farm to You adventure. Your teacher has an activity newsletter to help you remember the clues you need to know to keep your body strong and healthy. Be sure to take it home and share the clues with your family.