Seafood in Schools

A Nutrition Education Program to promote a...

HEALTHY HEART

Teacher’s Program Guide
Seafood in Schools

The Seafood in Schools program is brought to you by Seafood Nutrition Partnership, an independent non-profit whose mission is to inspire a healthier America through partnerships that raise awareness about the essential nutritional benefits of eating seafood. With heart disease and obesity greatly affecting children across America, we believe that health and nutrition education is important starting at an early age. Seafood in Schools helps to provide the knowledge and skills to choose heart healthy behaviors in efforts to reduce health risks associated with chronic disease.

The Seafood in Schools supplemental curriculum is comprised of five lessons for students in Grades 3-8. The lessons were created to help teachers incorporate health and nutrition education into Math, Science, and Language Arts. To promote skills-building, it is recommended that the lessons are delivered sequentially. However, each lesson delivers useful information and can be delivered as a single one-off course.

In this Teacher's Program Guide, you will find an overview for each of the five lessons to guide you in delivering the information within your classroom. The lessons include built-in activities and homework assignments to strengthen the students’ knowledge and skills for each topic. We encourage you to use the optional homework assignments, as they will provide your students with further practice and real-world experience. Be sure to let the parents know about this new program so they can reinforce the new skills at home. We have also prepared a *Healthy Plate at Home* brochure that you can provide to parents as well.

**Seafood in Schools Lesson Plans:**

- Love Your Heart
- Healthy Eating
- Portions Matter
- Seafood Nutrition
- Basic Culinary Techniques
<table>
<thead>
<tr>
<th><strong>Lesson 1: Overview</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
</tbody>
</table>
| **Learning Objectives**| *Students will be able to:*  
  - Identify key terms associated with the human body and nutrition.  
  - Understand heart disease and the associated risk factors.  
  - Recognize preventative measures that can be taken to reduce risks of chronic disease. |
| **Suggested Timing**   | **Total Time:** 30 minutes  
  - Presentation: 30 minutes |
| **Materials & Prep**   | **Suggestions:**  
  - Computer for PowerPoint Presentation  
  - Projector to display the presentation  
  - Printed resources  
    - Alternative: supply students with links to complete assignments online  
  - Alternative: Print lesson in booklet form for each student. |
| **Resources**          | **Homework Assignments:**  
  1) Internet Scavenger Hunt Worksheet  
  2) Your Heart Worksheet  
  **Supporting Resources:**  
  - About the Heart Handout  
  - How Your Heart Works Handout |

**Note:** All handouts are included at the end of the program guide or you may access them via the provided link.
# Lesson 2: Overview

<table>
<thead>
<tr>
<th>Title</th>
<th>Healthy Eating</th>
</tr>
</thead>
</table>
| **Learning Objectives** | *Students will be able to:*
| | • Identify and define key nutrients. |
| | • Understand MyPlate and describe the health and nutritional benefits of the five food groups. |
| | • Choose healthy food options from each food group to meet daily nutrient and caloric needs. |
| **Suggested Timing** | **Total Time:** 35 minutes |
| | • Presentation: 20 minutes |
| | • Activities: 15 minutes
| | o Word Puzzle: 5 minutes |
| | o Whole Grains: 5 minutes |
| | o Crossword Puzzle: 5 minutes |
| **Materials & Prep** | **Suggestions:** |
| | • Computer and PowerPoint Presentation |
| | • Projector to display the presentation |
| | • Printed resources |
| **Resources** | **Alternative:** Print lesson in booklet form for each student. |
| **Note:** All handouts are included at the end of the program guide or you may access them via the provided link. | **Lesson Activities:**
| | 1) [Fruit & Vegetable Word Puzzle](#)  
| | - [Answer Key](#) |
| | 2) [Whole Grains Lesson](#) |
| | 3) [MyPlate Crossword Puzzle](#)  
| | - [Answer Key](#) |
| **Homework Assignments:** | 1) 5-Day Menu Planner (Attached) |
| | 2) [MyPlate Checklist Calculator](#) (Website) |
# Lesson 3: Overview

<table>
<thead>
<tr>
<th>Title</th>
<th>Portions Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives</strong></td>
<td><em>Students will be able to:</em></td>
</tr>
<tr>
<td></td>
<td>• Understand the importance of portion sizes as it relates to total caloric intake and weight gain.</td>
</tr>
<tr>
<td></td>
<td>• Identify daily serving size recommendations from the five food groups.</td>
</tr>
<tr>
<td></td>
<td>• Recognize the categories on the Nutrition Facts label and use the label to make healthy food choices.</td>
</tr>
<tr>
<td><strong>Suggested Timing</strong></td>
<td><strong>Total Time</strong>: 35 minutes</td>
</tr>
<tr>
<td></td>
<td>• Opening Video: 5 minutes</td>
</tr>
<tr>
<td></td>
<td>• Presentation: 20 minutes</td>
</tr>
<tr>
<td></td>
<td>• Lesson Activity: 10 minutes</td>
</tr>
<tr>
<td><strong>Materials &amp; Prep</strong></td>
<td><strong>Suggestions:</strong></td>
</tr>
<tr>
<td></td>
<td>• Computer for PowerPoint presentation</td>
</tr>
<tr>
<td></td>
<td>• Audio capabilities</td>
</tr>
<tr>
<td></td>
<td>• Projector to display the presentation</td>
</tr>
<tr>
<td></td>
<td>• Printed resources</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td><strong>Alternative</strong>: Print lesson in booklet form for each student.</td>
</tr>
<tr>
<td><strong>Note</strong>: All handouts are included at the end of the program guide or you may access them via the provided link.</td>
<td><strong>Opening Video</strong>:</td>
</tr>
<tr>
<td></td>
<td><em>MyPlate, MyWins: What’s Your Healthy Eating Style?</em></td>
</tr>
<tr>
<td><strong>Lesson Activity:</strong></td>
<td>1) Nutrition Facts Label Worksheet (Attached)</td>
</tr>
<tr>
<td><strong>Homework Assignments:</strong></td>
<td>1) Daily Food Group Targets Worksheet (Attached)</td>
</tr>
<tr>
<td></td>
<td>2) Nutrition Facts Scavenger Hunt Worksheet (Attached)</td>
</tr>
</tbody>
</table>
# Lesson 4: Overview

<table>
<thead>
<tr>
<th>Title</th>
<th>Seafood Nutrition</th>
</tr>
</thead>
</table>

| Learning Objectives | Students will be able to:  
• Understand the health and nutritional benefits associated with eating seafood.  
• Identify the top 10 seafood consumed in the U.S.  
• Recognize a variety of seafood that is available for consumption. |

| Suggested Timing | Total Time: 35 minutes  
• Presentation: 15 minutes  
• Lesson Activities: 20 minutes  
  o Top Consumed Seafood: 10 minutes  
  o MyPlate Exercise: 10 minutes |

| Materials & Prep | Suggestions:  
• Computer for PowerPoint presentation  
• Projector to display the presentation  
• Printed resources  

Alternative: Print lesson in booklet form for each student. |

| Resources | Lesson Activities:  
1) Top Consumed Seafood Worksheet (Attached)  
   Answer Key (Attached)  
2) Seafood Exercise with MyPlate (Attached) |

| Homework Assignments: | 1) Fish Discovery Worksheet (Attached)  
2) [MyPlate Menu Worksheet](#) |
# Lesson 5: Overview

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Basic Culinary Techniques</th>
</tr>
</thead>
</table>
| **Learning Objectives** | *Students will be able to:*  
  - Understand basic culinary terms and measurements.  
  - Apply food safety best practices.  
  - Demonstrate basic culinary skills. |
| **Suggested Timing** | **Total Time**: 65 minutes  
  - Presentation: 30 minutes  
  - Lesson Activities: 35 minutes  
    - Videos: 5 minutes  
    - Cooking Demonstration: 30 minutes |
| **Materials & Prep** | **Suggestions:**  
  - Computer for PowerPoint presentation  
  - Audio capabilities  
  - Projector to display the presentation  
  - Printed resources  
  - Recipe ingredients and required utensils (refer to recipe and checklist provided)  
  - Designated prep table  
  *Alternative*: Print lesson in booklet form for each student. |
| **Resources** | **Lesson Activities:**  
  - [Video: Kale Tuna Salad](#)  
  - [Video: Smoked Salmon Pinwheel](#)  
  - Recipe: Kale Tuna Salad (Attached)  
  - Recipe: Smoked Salmon Pinwheel (Attached)  
  - Recipe Scorecard (Attached)  
  - Certificate of Completion (Attached)  
  *General Resource:*  
  - [Basics at a Glance Poster](#)  
*Note*: All handouts are included at the end of the program guide or you may access them via the provided link.
Seafood in Schools

Resources

Lesson 1: Love Your Heart
Internet Scavenger Hunt

Name _________________________________

Class ___________ Date _________________________

Use the Internet to complete each task below. List the search terms you used to find your answers, and provide the URL of each web site you used.

Task 1: Name 5 ingredients that can be found in most cigarettes.
Search Terms:
URL:
Response:

Task 2: Define “cholesterol”
Search Terms:
URL:
Response:

Task 3: How many chambers are in the heart?
Search Terms:
URL:
Response:

Task 4: Where can you find the symptoms of a heart attack?
Search Terms:
URL:
Response:

Task 5: Who was the first person to receive a heart transplant?
Search Terms:
URL:
Response:
Task 6: What are some of the causes of high blood pressure (hypertension)?
Search Terms:
URL:
Response:

Task 7: How many times per day does the heart beat?
Search Terms:
URL:
Response:

Task 8: Name and define the two different types of stroke.
Search Terms:
URL:
Response:

Task 9: In what year was the American Heart Association founded?
Search Terms:
URL:
Response:

Task 10: What is the difference between “saturated” and “unsaturated” fat?
Search Terms:
URL:
Response:
Complete each sentence with the correct word or words.

1. The heart consists of two __________________________.
2. The upper section of one side of the heart is called an __________________________.
3. The lower section of one side of the heart is called a __________________________.
4. The heart has a natural __________________________ that makes sure the heart is beating at the right speed.
5. An electrical signal causes the atria to __________________________.
6. Blood goes from the heart to the __________________________ to get oxygen.
7. The heart has __________________________ to keep blood flowing in only one direction.
8. Oxygen is sent throughout the body in blood __________________________.
9. The heart beats about __________________________ billion times during an average lifetime.
10. You can reduce some important risk factors for heart disease by
    a. not __________________________,
    b. eating foods low in saturated fats and __________________________,
    c. watching your __________________________, and
    d. getting plenty of __________________________.
About the Heart

Do you know what your heart does?
The heart is a powerful muscle that works like a pump. With each beat, it pushes bright red blood that carries oxygen and nutrients to the body’s cells. After this blood has circulated through the body, it returns to the heart. When the blood returns, it is more bluish because it has given up its oxygen. When the heart pumps this blood to the lungs, it becomes red again and the whole process starts over.

Do you know where your heart is?
A person’s heart is about the size of their fist. When you pledge allegiance to the flag, you place your hand over the left side of your chest. That is where most people think the heart is. Actually, the heart is in the middle of the chest. It fits snugly between your lungs.

Do you know how to keep your heart strong?
Because the heart is a muscle, it should be exercised to help keep it strong and healthy. To benefit your heart, you should be physically active for 30 minutes or more a day. Resting heart rate gives a good indication of cardiovascular fitness. A normal heart beats between 50 and 99 times per minute when you’re resting. As you get in better shape, your resting heart rate will go down because your heart is more efficient.
The walls of the heart are made of thick muscle. When they contract, the blood is pushed through tubes called **blood vessels**.

There are different types of **blood vessels**.

- **Arteries** are large, thick blood vessels that carry blood away from the heart. They are also the places where you can sometimes feel your pulse. The aorta is the largest artery.

- **Veins** are large blood vessels that carry blood back to the heart. Veins carry carbon dioxide, sit closer to the skin and have a bluish color.

- **Capillaries** are the smallest blood vessels. They carry blood to and from all the small places in the body. Capillaries feed into veins and veins feed into arteries.

You can think of the heart like two pumps side by side. The pump on the right side moves blood to your lungs, where waste gases such as carbon dioxide are removed and oxygen is added. Freshly oxygenated blood returns to the pump on the left side, which moves it out into the rest of your body.

Your heart is similar to a two-story house with four rooms: two rooms on the top floor and two rooms on the bottom floor. Each room is called a chamber. The right and left atrium are the upper chambers. The right and left ventricle are the lower chambers. Blood carrying carbon dioxide travels from the right atrium, to the right ventricle, then into the lungs where carbon dioxide is exchanged for oxygen. Blood carrying oxygen travels from the left atrium to the left ventricle and onward to the rest of the body.

The heart contains valves that control the blood flow direction. Think of them as doors between the rooms that open and close to let the blood flow in or to stop the blood flow.

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**Do You Know?**

When you pledge allegiance to the flag, you may place your hand over the left side of your chest because that’s where most people think the heart is. Actually the heart is in the middle of the chest between the lungs.
Resources
Lesson 2: Healthy Eating
Have Fun With Fruits and Vegetables

Find the hidden fruits and vegetables in the puzzle. Words can read up, down or across, from left to right or right to left.

Find:

Apple
Banana
Broccoli
Carrots
Celery
Eggplant
Grapes
Kiwi
Orange
Papaya
Pear
Peas
Squash
Yams

Fruit and Vegetable Goals

Name a fruit you would like to try:

How will you eat this fruit? (On cereal, as a snack, for dessert, with dinner or on pancakes.)

Name a vegetable you would like to try:

How will you eat this vegetable? (As a snack, with dip, or for lunch.)

Adapted from
Team Up at Home Team Nutrition Activity Book
Have Fun With Fruits and Vegetables

Find the hidden fruits and vegetables in the puzzle. Words can read up, down or across, from left to right or right to left.

Find:
- Apple
- Banana
- Broccoli
- Carrots
- Celery
- Eggplant
- Grapes
- Kiwi
- Orange
- Papaya
- Pear
- Peas
- Squash
- Yams

Fruit and Vegetable Goals

Name a fruit you would like to try:

How will you eat this fruit? (On cereal, as a snack, for dessert, with dinner or on pancakes.)

Name a vegetable you would like to try:

How will you eat this vegetable? (As a snack, with dip, or for lunch.)

Adapted from Team Up At Home Team Nutrition Activity Book
Choose a whole grain, such as oatmeal, when you have hot cereal.

Read the label on a cereal box to find the word “whole” listed with the first ingredient.

For a change, try brown rice or whole-wheat pasta.

When baking, substitute whole-wheat or oat flour for at least half of the flour in a recipe.

Eat whole-grain crackers.

Serve and eat whole grains every day with meals or as snacks. Popcorn, a whole grain, can be a healthy snack.

Whole grains contain the entire grain kernel: the bran, germ, and endosperm.
MyPlate Crossword Puzzle
Use the words from MyPlate to help you complete this puzzle.

Across
1. Use the My ________ as a guide.
2. Apples, oranges, and bananas fit into this food group.
3. This sweet, smooth food comes in many different flavors and is a great way to get calcium for your bones.
4. ________ are an orange vegetable.
5. Try fat-free or low________ foods when you can.
6. Use whole-grain________ for your sandwiches.
7. Cheddar, swiss, mozzarella, monterey jack are examples.
8. Fits into the grains group of MyPlate. Goes great with stir-fry.
9. MyPlate is a ________ to help you eat a variety of foods for a healthy body.
10. Spaghetti is a type of ________.

Down
1. Chicken and turkey are examples of ________.
2. Eat a variety of ________ from all of the groups.
3. Broccoli and green beans are examples of a ________.
4. These are a great source of protein and can be mixed with cereal and dried fruit for an "on-the-go" snack.
5. Pinto, kidney, black, refried – there are lots of different kinds and they can be eaten lots of different ways.
6. Vegetable or olive ________ are often used for cooking and are part of a healthful diet.
7. This makes a quick and easy "ready-to-eat" breakfast with fruit and milk.
8. You can hard-boil, scramble, fry, or poach these, or eat them as an omelet. How do you like your ________?
9. Salmon and trout are examples of ________.
10. Lean ________ is an excellent source of protein, iron, and zinc.

Adapted from Team Up At Home Team Nutrition Activity Book
MyPlate Crossword Puzzle

Use the words from MyPlate to help you complete this puzzle.

**Across**
1. Use the My __________ as a guide.
2. Apples, oranges, and bananas fit into this food group.
3. This sweet, smooth food comes in many different flavors and is a great way to get calcium for your bones.
4. __________ are an orange vegetable.
5. Try fat-free or low__________ foods when you can.
6. Use whole-grain__________ for your sandwiches.
7. Cheddar, swiss, mozzarella, monterey jack are examples.
8. Fits into the grains group of MyPlate. Goes great with stir-fry.
9. MyPlate is a __________ to help you eat a variety of foods for a healthy body.
10. Spaghetti is a type of __________.

**Down**
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7. This makes a quick and easy "ready-to-eat" breakfast with fruit and milk.
8. You can hard-boil, scramble, fry, or poach these, or eat them as an omelet. How do you like your __________?
9. Salmon and trout are examples of __________.
10. Lean __________ is an excellent source of protein, iron, and zinc.
# Seafood in Schools

## My 5-Day Dinner Menu Planner

<table>
<thead>
<tr>
<th>Food Group</th>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRUITS</strong></td>
<td><img src="ChooseMyPlate.gov" alt="Fruits" /></td>
<td></td>
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<tr>
<td><strong>VEGETABLES</strong></td>
<td><img src="ChooseMyPlate.gov" alt="Vegetables" /></td>
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<td></td>
</tr>
<tr>
<td><strong>GRAINS</strong></td>
<td><img src="ChooseMyPlate.gov" alt="Grains" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROTEIN</strong></td>
<td><img src="ChooseMyPlate.gov" alt="Protein" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DAIRY</strong></td>
<td><img src="ChooseMyPlate.gov" alt="Dairy" /></td>
<td></td>
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<td></td>
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</tbody>
</table>
Resources
Lesson 3: Portions Matter
Seafood in Schools

Activity!
Let’s practice reading and comparing two labels.

Hot Dogs (8 ct. package)

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size: 1 link (57g)</td>
</tr>
<tr>
<td>Amount Per Serving</td>
</tr>
<tr>
<td>Calories 170 Calories from Fat 130</td>
</tr>
<tr>
<td>Total Fat 14g</td>
</tr>
<tr>
<td>Saturated Fat 6g</td>
</tr>
<tr>
<td>Polyunsaturated Fat 0g</td>
</tr>
<tr>
<td>Trans Fat 1g</td>
</tr>
<tr>
<td>Cholesterol 34mg</td>
</tr>
<tr>
<td>Sodium 530mg</td>
</tr>
<tr>
<td>Total Carbohydrate 2g</td>
</tr>
<tr>
<td>Dietary Fiber 0g</td>
</tr>
<tr>
<td>Sugars 1g</td>
</tr>
<tr>
<td>Protein 8g</td>
</tr>
<tr>
<td>Vitamin A 1%</td>
</tr>
<tr>
<td>Vitamin C -</td>
</tr>
<tr>
<td>Calcium -</td>
</tr>
<tr>
<td>Iron 4%</td>
</tr>
</tbody>
</table>

* Percent Daily Values are based on a 2000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Chunk Light Tuna (5oz. can)

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size: 1/4 cup (2oz)</td>
</tr>
<tr>
<td>Amount Per Serving</td>
</tr>
<tr>
<td>Calories 50 Calories from Fat 5</td>
</tr>
<tr>
<td>% Daily Values*</td>
</tr>
<tr>
<td>Total Fat 1g</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
</tr>
<tr>
<td>Polyunsaturated Fat 0g</td>
</tr>
<tr>
<td>Monounsaturated Fat 0g</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
</tr>
<tr>
<td>Cholesterol 25mg</td>
</tr>
<tr>
<td>Sodium 180mg</td>
</tr>
<tr>
<td>Potassium 100mg</td>
</tr>
<tr>
<td>Total Carbohydrate 0g</td>
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<td>Dietary Fiber 0g</td>
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<tr>
<td>Sugars 0g</td>
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<td>Protein 10g</td>
</tr>
<tr>
<td>Vitamin A 0%</td>
</tr>
<tr>
<td>Vitamin C 0%</td>
</tr>
<tr>
<td>Calcium 0%</td>
</tr>
<tr>
<td>Iron 4%</td>
</tr>
</tbody>
</table>

* Percent Daily Values are based on a 2000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Refer to questions on the Nutrition Facts Label Worksheet
Seafood in Schools

Nutrition Facts Label Worksheet

Name:_____________________________________  Date:__________________________________

STEP 1: THE SERVING SIZE
• What is the serving size for hot dogs and tuna?

   Hot dogs_______________________  Tuna_______________________

STEP 2: CALORIES (AND CALORIES FROM FAT)
• How many calories per serving are in each item?

   Hot dogs_______________________  Tuna_______________________
   • How many calories from fat are available per serving of each item?

   Hot dogs_______________________  Tuna_______________________

STEP 3 & 4: THE NUTRIENTS: HOW MUCH?
• How much sodium per serving are in each item?

   Hot dogs_______________________  Tuna_______________________

STEP 5: UNDERSTANDING THE FOOTNOTE ON THE BOTTOM OF THE NUTRITION FACTS LABEL
• All of the information on the Nutrition Facts Label is based on how many calories a day?

   __________

STEP 6: THE PERCENT DAILY VALUE (%DV)
• List 3 differences you see in the daily values of the hot dog label and tuna label.

   __________________________________________________________________________
   __________________________________________________________________________
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Daily Food Group Target Worksheet

Name: _________________________________  Date: _________________________________

Use the food group charts from this lesson to determine your recommended daily food group targets.

1. How many cups of Fruits do you need in a day? ________ cups
2. How many cups of Vegetables do you need in a day? ________ cups
3. How many ounces of Grains do you need in a day? ________ ounces
4. How many ounces of Protein Foods do you need in a day? ________ ounces
5. How many cups of Dairy do you need in a day? ________ cups
6. Do you think you meet your daily food group targets on a typical day?
   Check one:
   ☐ Yes
   ☐ No

If you answered no, which food group(s) could you improve on and how?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
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Nutrition Facts Scavenger Hunt Worksheet

Name: ____________________________ Date: ______________________________

To answer the questions below you can use foods found in your kitchen, the school cafeteria, or at a local store.

1. Identify one food that is labeled a whole grain: ________________________________

2. Identify one food that is considered low in fat (less than 5% total fat per serving):
   ______________________________________________________________________

3. Identify one food that is considered high in fat (20% or more total fat per serving):
   ______________________________________________________________________

4. Identify a food that is high in at least one of the key nutrients of calcium, iron, Vitamin A, or Vitamin C.
   ______________________________________________________________________

5. Identify a food that is a good source of fiber (3 grams of fiber per serving is considered good, and 5 or more grams per serving is excellent):
   ______________________________________________________________________
Seafood in Schools

Can you identify the Top 10 Seafood?

[Images of different types of seafood, including fish, shrimp, and shellfish]
### Seafood in Schools

**Answer Key**

**Can you identify the Top 10 Seafood?**

<p>| | | | | | |</p>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Tilapia" /></td>
<td><img src="image2" alt="Crab" /></td>
<td><img src="image3" alt="Cod" /></td>
<td><img src="image4" alt="Clams" /></td>
<td><img src="image5" alt="Pangasius" /></td>
<td></td>
</tr>
<tr>
<td>tilapia</td>
<td>crab</td>
<td>cod</td>
<td>clams</td>
<td>pangasius</td>
<td></td>
</tr>
<tr>
<td><img src="image6" alt="Pollock" /></td>
<td><img src="image7" alt="Salmon" /></td>
<td><img src="image8" alt="Shrimp" /></td>
<td><img src="image9" alt="Tuna" /></td>
<td><img src="image10" alt="Catfish" /></td>
<td></td>
</tr>
<tr>
<td>pollock</td>
<td>salmon</td>
<td>shrimp</td>
<td>tuna</td>
<td>catfish</td>
<td></td>
</tr>
</tbody>
</table>
Seafood in Schools

On the blank MyPlate, mark the food groups you see in the seafood dish. Suggest items for the food group(s) that are missing.

Additional Menu Items/Notes:

__________________________________________________________
Seafood in Schools

On the blank MyPlate, mark the food groups you see in the seafood dish. Suggest items for the food group(s) that are missing.

Cod fish fingers  Yogurt dip

Additional Menu Items/Notes:

_______________________________________________

_______________________________________________

______________________________________________________________________________________________
Seafood in Schools

On the blank MyPlate, mark the food groups you see in the seafood dish. Suggest items for the food group(s) that are missing.

Additional Menu Items/Notes:

_________________________________________________________________________

_________________________________________________________________________

ChooseMyPlate.gov

White fish  Broccoli  Tomato
Seafood in Schools

On the blank MyPlate, mark the food groups you see in the seafood dish. Suggest items for the food group(s) that are missing.

Canned Tuna  Kale  Tomato

Additional Menu Items/Notes:

______________________________________________________________________________________________
______________________________________________________________________________________________
Research one fish and one shellfish that is not listed in the top 10 consumed in America. Provide the name of the seafood, place of origin, a brief description, and find at least one recipe including that particular seafood. Include your answers below.

<table>
<thead>
<tr>
<th>Fish: ________________________________</th>
<th>Shellfish: ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place of Origin: ______________________</td>
<td>Place of Origin: __________________________</td>
</tr>
<tr>
<td>Brief Description (Availability, Color, Taste, Texture):</td>
<td>Brief Description (Availability, Color, Taste, Texture):</td>
</tr>
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<td>______________________________________</td>
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<td>______________________________________</td>
<td>____________________________________________</td>
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<tr>
<td>Recipe Name &amp; Source:</td>
<td>Recipe Name &amp; Source:</td>
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<tr>
<td>________________________________</td>
<td>________________________________</td>
</tr>
</tbody>
</table>
LIST YOUR MENU ITEMS USING THE TIPS BELOW:


TIPS FOR YOUR MENU:

• Try to include all five of the MyPlate food groups: Fruits, Vegetables, Grains, Protein Foods, and Dairy.
• Make half your plate fruits and vegetables.
• Include low-fat or fat-free milk or yogurt.
• Make half your grains whole grains.
• Limit sodium, saturated fat, and added sugars.
Resources
Lesson 5: Basic Culinary Techniques
Simply Satisfying Kale and Tuna Salad

Serves: 4
Prep Time: 10 minutes

Ingredients:
2 - 5oz. cans tuna
1 - Bunch kale or 1 bag of kale
2 oz. - Cherry tomatoes
1 - Lemon, raw
1/4 cup - Extra virgin olive oil
1/8 cup - Balsamic vinegar
Kosher salt (To taste)
Freshly ground pepper (To taste)

Directions:
1. Wash kale. Set aside to drain water off.
2. Cut tomatoes in half and lightly toss in bowl with balsamic vinegar, oil and pinch of salt and pepper. Set aside.
3. In a salad bowl, mix tuna and juice from the can gently with squeeze of 1/2 lemon and a pinch of pepper.
4. Massage kale for about 3 minutes to soften it.
5. Add the kale and 1/2 the tomatoes to the tuna, and gently toss until all is coated with dressing.
6. Add remaining tomatoes.
7. Squeeze remaining lemon all over and serve.
Smoked Salmon Pinwheel

Serves: 5 pinwheels  
Prep Time: 10 minutes

Ingredients:
2 2/3 oz. Smoked Salmon  
1/3 cup Baby Spinach  
3 oz. Goat Cheese Plain  
1 tbsp. Minced Chives  
1/3 tbsp. Minced Garlic  
1 Flour tortilla  
Salt and Pepper to taste

Directions:
1. Mix cheese, garlic and chives in a medium bowl; season with salt and pepper
2. Spread cheese mixture on the tortilla
3. Lay the spinach leaves flat in a single layer on half of the tortilla
4. Place thin slices of the smoked salmon on top of the spinach
5. Roll the pinwheel, starting with the salmon side
6. Cut and serve
# Seafood in Schools

## Recipe Scorecard

<table>
<thead>
<tr>
<th>Recipe Name</th>
<th>Look</th>
<th>Smell</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kale Tuna Salad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoked Salmon Pinwheel</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sample Descriptive Words

- brown
- crunchy
- delicious
- flaky
- fresh
- firm
- green
- juicy
- meaty
- mild
- pink
- smooth
- soft
- spongy
- strong
- sweet
- white
- yummy
CERTIFICATE OF EXCELLENCE

is hereby granted to:

for outstanding participation in

SEAFOOD IN SCHOOLS

Presented on: 

Date
Seafood in Schools was developed by Seafood Nutrition Partnership. We hope that you and your students have fun using this supplemental curriculum to encourage healthy behaviors and improve health outcomes.

Additional Resources:
For additional resources, please visit the Seafood Nutrition Partnership website at [www.seafoodnutrition.org](http://www.seafoodnutrition.org). You will find seafood and heart health related handouts, recipes, cooking videos, coupons, and more.