

Teacher Guide

1st
Grade

Nutrition Education
Program





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What a special opportunity you, as an early elementary teacher, have in influencing the lives of young children in a positive way. Healthy eating and physical activity are among the personal responsibilities children in elementary school are developing. *Healthy Choices, Healthy Me!* is designed to assist you in teaching these important skills and habits to your students.

The program has been designed with fun and learning in mind, in order to blend well with your usual instructional sequence and pacing. The program is skills-based to help students apply problem-solving, reasoning and critical-thinking. *Healthy Choices, Healthy Me!* engages first-grade students by providing opportunities to use their personal experiences. Students draw upon relevant health and nutrition concepts in authentic, meaningful ways. *Healthy Choices, Healthy Me!*, although self-contained, builds upon key concepts taught in the kindergarten program, *Building a Healthy Me!*, and is the foundation for the companion second-grade version of *Healthy Choices, Healthy Me!*

The program provides first-grade teachers with instructional materials and procedures to help students make healthy food and physical-activity choices on a daily basis. In the broader context, healthy, well-nourished children perform better in the classroom. The program is aligned to California and national education content standards. These alignments are included for each individual lesson. The lessons can be graded after the Pre-Assessment has been completed.

The development of the *Healthy Choices, Healthy Me!* program was guided by several key principles:

- Utilize the best nutrition science and education methodology available.
- Design learning that directly supports grade-level standards.
- Engage students in learning that is developmentally appropriate, relevant and fun.
- Foster development of personal responsibility and healthy choices that will lead to lifelong good health.
- Support the inherent link between well-nourished children and improved classroom achievement.
- Strive to ensure success for all students.
- Contribute to the whole health of students, including physical health as well as emotional, mental, cultural and social well-being.

Thank you for including *Healthy Choices, Healthy Me!* in your curriculum.

Program Student Learning Objectives

Lesson 1: Dairy

Upon completion of this lesson, students will be able to:

1. Identify the Dairy group by name and color.
2. Identify foods that belong in the Dairy group.
3. Choose foods from the Dairy group to include in their own meals and snacks.
4. Distinguish between foods in the Dairy group and “extras.”

Lesson 2: Vegetables

Upon completion of this lesson, students will be able to:

1. Identify the Vegetables group by name and color.
2. Identify foods that belong in the Vegetables group.
3. Choose foods from the Vegetables group to include in their own meals and snacks.
4. Distinguish between foods in the Vegetables group and “extras.”

Lesson 3: Fruits

Upon completion of this lesson, students will be able to:

1. Identify the Fruits group by name and color.
2. Identify foods that belong in the Fruits group.
3. Choose foods from the Fruits group to include in their own meals and snacks.
4. Distinguish between foods in the Fruits group and “extras.”

Lesson 4: Grains

Upon completion of this lesson, students will be able to:

1. Identify the Grains group by name and color.
2. Identify foods that belong in the Grains group.
3. Choose foods from the Grains group to include in their own meals and snacks.
4. Distinguish between foods in the Grains group and “extras.”

Lesson 5: Protein

Upon completion of this lesson, students will be able to:

1. Identify the Protein group by name and color.
2. Identify foods that belong in the Protein group.
3. Choose foods from the Protein group to include in their own meals and snacks.
4. Distinguish between foods in the Protein group and “extras.”

Lesson 6: Choosing Food-Group Snacks

Upon completion of this lesson, students will be able to:

1. Tell why it is important to choose snacks from food-group foods.
2. Distinguish between food-group foods and “extra” foods as snacks.

Lesson 7: Build Your Breakfast

Upon completion of this lesson, students will be able to:

1. Explain the importance of eating breakfast every morning.
2. Select a breakfast based on the “3 out of 5” model.

Lesson 8: Playing Hard, Feeling Great!

Upon completion of this lesson, students will be able to:

1. Explain why physical activity is a healthy habit.
2. Identify activities that are considered “playing hard.”
3. Choose activities they can do to play hard each day.

The Teacher Materials

- Teacher Guide
- Food Pictures
- Website
 - food pictures
 - standards alignments
 - additional resources

The teacher materials provided are to be retained and used year after year. There are eight lessons that average 30 – 40 minutes each. You are encouraged to teach these lessons to best meet the needs of your students and classroom, which may mean breaking the lessons into smaller segments and teaching them over more than one day. Additionally, there are Pre- and Post-Assessments that range 15 – 35 minutes each.

EACH TEACHER GUIDE LESSON INCLUDES:

- Overview of Lesson
- Student Objectives
- Level of Cognition
- Nutrition Facts
- Materials
- Preparation
- Length of Lesson
- Standards Alignment
- Anticipatory Set
- Step-by-Step Procedures
- Check for Understanding
- Guided Practice
- Assessment
- Family Homework (for select lessons)
- Curriculum Connections

Please visit Dairy Council of California’s Teacher Training program at HealthyEating.org/TeacherTraining/. This 25-minute professional-development program will provide you with a basic overview of nutrition information to help you feel comfortable and confident to teach nutrition in your classroom. You will also learn from teachers who have taught Dairy Council of California nutrition education programs. These teachers will summarize the content of the program, review student outcomes, show the materials that are provided to you and share best practices for implementing the program in your classroom.

The Student Materials

- Student Workbooks (English and Spanish)—Student workbooks have been provided and will need to be re-ordered each year for your students, at no cost.

Student workbooks are designed to serve as “mini-portfolios” of student work that can be used as a record of their progress and achievement and shared during parent/teacher and student/teacher conferences or Open House. Prior to beginning the program, students complete a Pre-Assessment exercise. They revisit this exercise at the end of the program as a Post-Assessment, which helps you measure knowledge gains resulting from the completion of the program.

The student workbooks include eight lessons that help develop lifelong healthy habits. For first-grade students, it is suggested that the class proceed through the activities in the given sequence. Mastery of the base information and knowledge presented in early activities is needed to successfully move to higher-level skills presented later in the program.

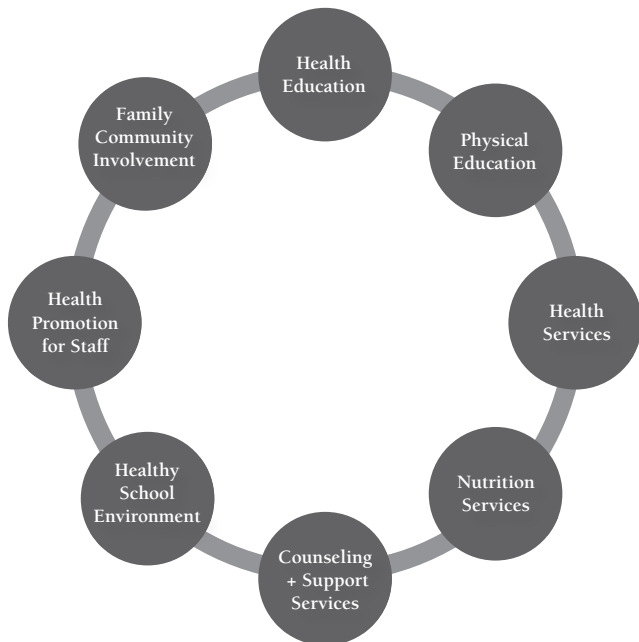
The Parent Materials

- **Family Letter (English and Spanish)**—Downloadable 2-sided sheet; available at HealthyEating.org/HCI/FamilyLetter
- **Family Homework (English and Spanish)**—Included in student workbook select lessons (tear-out)

Recognizing the importance of communication with families, we have developed an introductory **Family Letter**, which provides a brief overview of the *Healthy Choices, Healthy Me!* program and encourages family participation. The **Family Homework** provides students with opportunities to practice the skills they are learning in the classroom, and it engages families to be involved with their students' learning.

Coordinated School Health

Coordinated School Health is recommended by Centers for Disease Control as a strategy for improving students' health and learning in our nation's schools. This Coordinated School Health framework centers around eight critical, interrelated components:



Individually, each of these components can contribute to students' health and well-being. However, when all of the individual components work together to support adoption of health-enhancing behaviors, students' health and learning are improved.

For California Teachers Only Please:

How to Order Additional Free Student Workbooks

To assist you with your commitment to improve the health of your students, several options are available to obtain student workbooks:

1. Call Dairy Council of California at 877.324.7901.
2. Visit the educators section of our website at HealthyEating.org/Schools/.
3. Complete and return the order card that is periodically sent to you at your school.
4. Complete and return the email and/or fax order form that is periodically sent to you.

Materials will not be automatically sent. You need to request your additional free student materials annually.

Outside of California, please call 866.572.1359.

What is USDA's MyPlate?

In 2011 the U.S. Department of Agriculture (USDA) released the latest icon representing its food guidance system, *MyPlate*. It is based on the same food grouping system that has been the foundation of nutrition education since the turn of the century, attesting to the system's effectiveness. Food groupings have endured because they have simplified the complicated world of nutrition.

The current food groupings and recommended servings from each group are outlined in the Dietary Guidelines for Americans. *Healthy Choices, Healthy Me!*, a Dairy Council of California program, aligns with these dietary guidelines.

The icon is intentionally simple. It was designed to remind consumers to eat a variety of foods from all five food groups at mealtimes. A strength of *MyPlate* is its depiction of a meal. Research strongly supports the benefits of shared family meals, so this icon has the potential to be an effective reinforcement of that healthy habit.

MyPlate is a “symbol” designed to raise awareness of healthy eating choices; it is not intended as a teaching tool in and of itself, nor is it intended to change people's eating behaviors alone.

In the past, food grouping systems focused only on ensuring sufficient amounts of essential nutrients. However, with a greater focus today on chronic disease prevention and the rising rates of obesity among our children as well as adults, a relevant food grouping system must also emphasize consuming only moderate amounts of added fats, sugars and sodium. Balancing calorie intake (foods) with calories expended (physical activity) becomes a priority. This is accomplished, in part, by increasing the amount of low-fat and fat-free milk products, vegetables, fruits, whole grains and lean meats in the diet. These are nutrient-dense foods that are naturally lower in calories and higher in essential nutrients.

Think of *MyPlate* as a puzzle. Food groups—which are made of foods that contain similar nutrients—represent the puzzle pieces. Like any other puzzle, the picture is incomplete if any piece is missing. The same is true of a nutritious diet. Each food group is equally important because it plays a different role in good health. Foods from all of the food groups are needed to form the foundation of a healthy diet. This is a positive, inclusive approach to healthy eating, as opposed to a focus only on foods to exclude or limit.

What are the benefits of teaching students to use a food grouping system?

Rather than having to memorize the nutrient and calorie content of every food they eat, a food grouping system provides children with a quick and easy way to remember what is important to eat.

A food grouping system provides an easy-to-use “frame of reference” for students. It offers food-choice standards against which to compare their own choices (in some ways, it is a rubric), and it works for all students, regardless of their situation, food preferences or cultural background.

What basic principles of healthy eating are supported through a food grouping system?

- **Balance**—This refers to the amount of food needed from each of the five food groups. The number of recommended servings from each food group varies; so, food choices must be balanced over a day's total food intake.
- **Variety**—In order to ensure a wide range of food choices that provide the broad range of nutrients children need for growth and development, daily food choices from all five food groups are encouraged. Children are further urged to sample a wide range of foods from within each food group.
- **Moderation**—Nutrient-rich foods, those that are higher in essential nutrients while modest in calories, are encouraged as the foundation of a healthy diet. Children are cautioned to be moderate in their choices of foods that are higher in added fats, sugars or sodium. No foods are “forbidden,” but some foods should be eaten in smaller amounts or less often.
- **Personalization**—One size does not fit all; there are endless combinations of food and physical activity choices that support a healthy lifestyle. A food grouping system supports individual choices. Small steps that match children's preferences and needs improve their diets and lifestyles each day.



“extras”: Some foods don't fit into any group. These “extras” may be mainly fats or sugars—limit your intake of these:

- Foods that contain solid fats or added sugars, like sausage, biscuits, sweetened cereals or sour cream.
- Foods that contain only fats or sugars—like candy, soft drinks and chips.
- Use discretion when adding fats or sweeteners to foods—like sauces, salad dressings, sugars, jellies and margarine.

Water: While an important beverage for children to drink each day in response to thirst and for hydration, water does not belong to any food group, nor is it an “extras.”

Popcorn: While many people associate popcorn with snack foods like chips, it is part of the Grains group. Popcorn is, in fact, fairly high in fiber. It is best, however, to eat popcorn plain.

Animal crackers: Despite their name, animal crackers are high in added sugars and belong in the “extras.”

Tomatoes: Even though botanically they are a fruit, tomatoes are classified in the Vegetables group because they are most often eaten with, and prepared like, other vegetables. This is consistent with USDA's food grouping system.

Pickles: While pickles are made from cucumbers—a vegetable—the processing destroys some of the nutrients. The final product is not rich in nutrients and so becomes an “extra” food.

Avocados: Even though botanically they are a fruit, avocados are classified in the Vegetables group because they are most often eaten with, and prepared like, other vegetables. This is consistent with USDA's food grouping system.

Lemonade: The high sugar content of lemonade makes it an “extra” food.

Fruit rolls: The high sugar content of fruit rolls makes them an “extra” food. It is always best to eat whole fruits or 100 percent fruit juice.

Pudding: When made with milk, pudding belongs in the Dairy food group because of its high calcium content.

Cocoa made with milk: When made with milk, cocoa belongs in the Dairy food group because of its high calcium content. This is not the case when it is made with water; then it is classified as an “extra.”

Ice cream, milkshakes: Because of their calcium content, both ice cream and milkshakes are classified in the Dairy food group. Lower-fat options are encouraged. This is consistent with USDA's food grouping system.

Eggs: Many grocery stores have a refrigerated section called “Dairy and Eggs,” but these foods belong to separate food groups. Eggs come from hens, are classified in the Protein group and are a good source of protein.

Beans: Beans such as pinto, lima, split pea and lentil have been placed in two food groups: Protein; and Vegetables. There is justification for this dual placement based on the nutrient profile of beans. However, to simplify the food-classification process for students, we place beans only in the Protein group in this program. This is particularly important for students who may be vegetarians and are consuming beans as a primary protein and iron source.

Bacon, beef jerky: Even though they are derived from meat, both count as “extras.” Bacon primarily provides fat, and beef jerky is high in sodium.

Tea, coffee: These beverages contain no calories and no nutrients. They are considered “extra” foods.

Q Aren't food-choice guidelines and nutrition needs the same for children and adults?

A Children are unique in many ways—physically, intellectually, emotionally, socially and in their nutrition needs!

Some common **misperceptions** pertaining to the food-choice behaviors of children are:

- There are “good foods” and “bad foods.”
- All children need the same diet.
- All foods need to be low-fat.

Here's another view:

All foods have a place in the eating experiences of children. While some foods may be more nutritious than

others and should be encouraged, there are no forbidden foods. While all children need the same nutrients for good health, they do not need the same diets.

Not all foods must be low-fat. Children need calories for adequate growth and development. Each of the major food groups contributes specific nutrients, and each food group contains foods that vary in fat content. By eating a variety of foods from all food groups, children will obtain the nutrients they need while moderating their consumption of fats.

Q What are some of the specific nutrition and health issues for children?

A Adequate calories are essential to ensure optimum growth and development of children. Diets that severely restrict food choices, calories and/or fats are not recommended for children. These diets may lack the nutrients needed for normal growth and development.

Obesity, on the other hand, is a significant health issue facing children today. According to USDA, 27 percent of children ages 6 to 11 years are considered obese. The best way for most children to lose weight is to become more physically active rather than to significantly restrict calorie intake. Contributing factors to childhood obesity include:

1. Television viewing, which replaces physical activity and often encourages overeating.
2. Excessive intake of “extra” foods high in added fats, sugars and calories.
3. Overly large serving sizes at meals and snacks—whether at home or when eating out.

Calcium is critical for strong bones and teeth.

Children need two to four times more calcium per body weight than adults. Research shows that the more calcium consumed in childhood, the stronger their bones as adults.

Taste is the primary influence on children's food choices. Help children learn to enjoy different tastes by exploring, preparing and tasting new foods.

Physical activity and play go hand-in-hand with healthy eating and are important to children's development. Children who are active at play one to two hours a day can eat a wider variety and amount of food, making it easier to get the nutrients and calories they need to grow and learn.

Q Are vegetarian diets appropriate for children?

A Generally, vegetarian diets that include some animal foods (particularly dairy foods and/or eggs) can meet the needs of growing children if the recommended amounts for each food group

are consumed. When choices are restricted solely to plant-based foods, it may be wise to consult with a physician or a registered dietitian to ensure that children get ample calories and essential nutrients.

Q If children are taking vitamin/mineral supplements, does it really matter what they eat?

A There is more to foods than what we read on labels. Although foods are grouped according to major nutrients, there are other compounds in foods that are necessary for good health. Some we know about; others, scientists are still exploring. Eating the recommended servings of food-group foods each day provides naturally nutrient-rich sources of energy

and key vitamins and minerals. A daily vitamin/mineral supplement that provides no more than 100 percent of the recommended dietary allowances may seem like “insurance” for getting enough nutrients, but it doesn’t replace the need for balanced food choices and nutrients from foods first.

Q Some of my students seldom get enough to eat. How are they supposed to make plans for improvement when food isn’t available?

A Hunger is a major health concern. Although choices may be limited, students should be encouraged to identify and eat food-group foods that are available to them. Meal programs such as school breakfast and school lunch are excellent opportunities for students to plan and make nutritious selections. School

lunch menus are designed to contribute one-third of children’s nutrient needs. School breakfast contributes 20–25 percent of a child’s daily needs. The key is to support any efforts students make to improve daily food choices.

Q What should I do if some of my students are lactose intolerant?

A Lactose intolerance, or the inability to digest milk sugar, is sometimes cited as an obstacle to children consuming Dairy. Health professionals are specifically concerned that children who avoid dairy foods are not getting the calcium, protein, vitamin D and riboflavin they need for normal growth.

If milk and dairy foods are not tolerated well (symptoms such as stomach cramps and diarrhea are common in children with lactose intolerance), the following suggestions should help:

- Choose dairy foods that contain less lactose, such as buttermilk, aged or ripened cheese, or yogurt.
- Eat or drink milk and dairy foods along with other foods at a meal or with snacks to slow digestion.
- Look for yogurt and frozen yogurt with “active cultures” on the label. The cultures help to “digest” lactose.
- Eat or drink milk and dairy foods in smaller amounts but more frequently throughout the day.
- Use milk and cheese in cooking.
- Check labels for lactose-reduced dairy foods, including milk, ice cream and American cheese slices.

In addition, following are other foods that provide some calcium:

- Tofu prepared with calcium salts.
- Small fish with soft bones, such as sardines.
- Mung and soy beans.
- Dark leafy greens such as bok choy, mustard, dandelion and turnip greens, collards, kale and broccoli; but not spinach, beet greens or chard from which the calcium is not well absorbed.
- Refried beans, baked beans and lima beans.
- Corn tortillas, if the corn has been prepared in a lime solution, which is a source of calcium.

Teacher Note: Before you begin implementation of Healthy Choices, Healthy Me! in your classroom, you might want to take a few minutes and consider your own nutrition knowledge and beliefs. They could affect the information you impart to students as they work in the program. It is important to separate “fact from fiction” when it comes to nutrition and physical activity information.

Overview of Activity:

- The assessment, administered *prior* to the implementation of the *Healthy Choices, Healthy Me!* program, will provide information about the knowledge and skills your students have in selecting healthy foods, as well as making good physical-activity choices.
- The results may help you identify areas of the program that need more emphasis or additional work through extension activities.
- The results also serve as a “benchmark” to establish baseline knowledge, against which student progress through the course of the program can be measured.
- After administering the Pre-Assessment, complete the Step-by-Step Procedures and the Check for Understanding sections to provide students with an overview of the key concepts that will be addressed in *Healthy Choices, Healthy Me!* These include the components of a food-grouping system and “extra” foods.

Nutrition Facts:

- The program’s nutrition content is consistent with the principles advanced through the Dietary Guidelines for Americans, as reflected in the USDA’s MyPlate food icon.
- Food groupings have traditionally focused on meeting essential nutrient needs. Nutrient-rich foods from each group are encouraged, while moderating added fat and sugar consumption.
- It is important to eat many different foods from each food group every day to obtain the nutrients that bodies need.
- There are five food groups: Dairy; Vegetables; Fruits; Grains; Protein.
- “Extras” are not a separate food group. They are foods that either have very few nutrients or have more fats, sugars or calories than nutrients.
- Food groups and “extra” foods each have their own color assignment: Dairy (blue); Vegetables (green); Fruits (red); Grains (orange); Protein (purple); “extra” foods (pink).

Materials: Student workbooks
Pencils
Crayons

Preparation:

1. Review the Pre-Assessment activity in the student workbook to ensure that you understand what students are to do and can provide clarifying instructions if necessary.
2. Have student workbooks ready to distribute.
3. Make copies of the family letter found at HealthyEating.org.

**Length of Pre-Assessment:
30 – 35 minutes**

Directions:

1. Tell students that for the next few weeks they will be talking about foods they like to eat and physical activities they like to do through a program called *Healthy Choices, Healthy Me!* Show the class a student workbook and explain that they will be working in these workbooks.
2. Explain to students that, before they begin the program, they are going to see how much they already know about foods and the food groups.
3. Assure them that it is all right if they do not answer all of the questions correctly; they will learn the answers during the program.

Teacher Note: Most likely your students will ask you many questions as they negotiate through the Pre-Assessment workbook activities. It is important that you do not help them or answer any specific questions but rather encourage them to do their best work.

WORKBOOK INSTRUCTIONS:

1. Hand out a student workbook to each student.
2. Tell students to turn to Page 2 in their workbooks.
 - At the top of the page it says Pre-Assessment. Ask the students to put a finger on the words “Where Does It Fit?.”
 - Read the directions for “Where Does It Fit?.”
 - Ask students to complete this activity and answer the questions on their own.
3. Do not review answers with students, as there is material in the Pre-Assessment that has not yet been taught.
4. Ask students how many knew some of the answers but maybe not all. Ask students if they felt like they knew most of the answers.
5. Tell students that as they go through each of the lessons in *Healthy Choices, Healthy Me!*, they will check to make sure they understand the information. The facts they learn can help them make better eating and physical-activity choices.
6. Later, correct the “Where Does It Fit?” Pre-Assessment using the answer key provided.

1st Grade Pre-Assessment

Where Does It Fit?

Directions:

1. Circle each food picture using a crayon that is the same color as its food group or “extras.” Use the color key below.
2. Use the color brown to circle the things you use when you play hard.
3. Put an “X” through the things that don’t help you play hard.

Dairy	Vegetables	Fruits	Grains	Protein	Physical Activity
Milk, Yogurt, Cheese			Breads, Cereals, Pasta	Meat, Beans, Nuts	

2

Step-by-Step Procedures:

- In the barn door opening on the cover of the student workbook, ask students to draw a picture of themselves doing something healthy such as eating breakfast, playing hard or eating a healthy snack.
 - Ask students for other suggestions of what they might draw.
 - Allow students time to draw their pictures.
- Ask students to turn to Page 30 of their workbooks. Tell students that this food-group chart can help them make good eating choices.
 - Explain to students that each food group in the chart is a different color: Dairy (blue); Vegetables (green); Fruits (red); Grains (orange); and Protein (purple). “Extra” foods are in the pink oval.
- Explain to students that there are five food groups.
 - Ask students, as a group, to name each of the food groups.
 - Ask individual students to name a few foods that are pictured in each food group.
- Tell students that all foods give us energy to keep our bodies working and moving every day.
 - Explain that just like gasoline is needed to keep a car going, food is needed to keep their bodies going.
- Explain to students that foods are organized into these food groups because of the nutrients they contain—calcium, vitamins, minerals and protein.
 - Explain that foods in the same group contain many of the same nutrients; for example, foods in the Dairy group all contain calcium.
 - Tell students that they need these nutrients to grow and to be strong and healthy.
 - Explain to students that the food groups are a good way to help them remember which foods to choose, and it is much easier than trying to remember all the nutrients they need!
- Explain that the “extra” foods are shown next to the chart in the pink oval.
 - Ask a few students to name one or two “extra” foods they see.
 - Explain that “extras” are just that—“extra!” Tell students that “extra” foods don’t have nutrients like foods in the food groups, and often they have more fats or sugars than nutrients.
 - Explain that “extra” foods are not “bad.” They are often fun to eat—but to get enough nutrients, students need to be sure to choose foods from the food groups first.
- Explain that water is important even though it doesn’t have its own food group.
 - We need to drink several glasses of water every day because water is important for bodies to stay healthy.

My Food Groups

Dairy Milk, Yogurt, Cheese	Vegetables	Fruits	Grains Breads, Cereals, Pasta	Protein Meat, Beans, Nuts

+

My Physical Activity

=

**Healthy
Bodies**

30

- Tell students that during the *Healthy Choices Healthy Me!* program they will be learning about three important steps for making healthy food choices.
 - Eat many different foods from each food group every day.
 - Choose healthy snacks from the food groups.
 - Eat a balanced meal whenever possible.

Check for Understanding:

1. Read each question aloud and call on individual students to respond. Reinforce correct answers. Provide feedback for incorrect responses so that both the individual student and the entire class will benefit from the correct information.

- What are some things we can do to be healthy?

Possible answers: make healthy food choices, eat breakfast every day, eat foods from the five food groups, eat snacks from the food groups.

- Where do we get the energy we need to run, play and do things?

Possible answer: from the foods we eat.

- What else do foods give us besides energy?

Answer: nutrients.

- Do all foods provide plenty of nutrients?

Answer: no, because only foods from the food groups give us plenty of nutrients to grow, to be strong and to be healthy.

- Name the five food groups.

Answer: Dairy; Vegetables; Fruits; Grains; Protein.

- Do you need to eat foods from all the food groups?

Answer: yes, because each of the food groups provides different nutrients that we need to stay healthy.

- What do we call foods that don't provide a lot of nutrients?

Answer: "extras."

Teacher Notes:

1. Through a classroom newsletter, consider updating parents regarding the progress the class is making toward learning about healthy food and daily physical-activity choices.
2. Consider saving the student workbooks at the completion of the program and sharing the results with parents. Possible ways to do this could include Open House or parent conferences.
3. Through Healthy Choices, Healthy Me!, your students will be creating seven classroom collages of food groups and physical-activity choices. You may use either poster board or butcher paper to make these, and you are encouraged to hang them in your classroom to help with visual learning during and after the lessons are taught.


Family Letter and Homework:

- Give students the family letter that you've downloaded from the HealthyEating.org website. Have them fill in the blanks and take this letter home to their families tonight or include the link to the family letter PDF in your next communication to parents; encourage them to access the letter directly themselves. Letting families know about the Healthy Choices, Healthy Me! program that the children are starting allows families to support and assist their children at home.
- Tell students to turn to Page 3 in their workbooks and carefully pull out the sheet that says "Family Homework."
- Explain to students that tonight they are to complete the activity with an adult at home.
- Briefly review the components of the assignment with the students.
- Tell the students to have the adult sign their homework and return the signed sheet to class tomorrow.

FAMILY
HOMEWORK



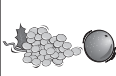


Pre-Assessment: Where Does It Fit?

Name: _____ Return by: _____



Student Activity

Directions:
Each food group has a color that goes with it.
1. In the box below, use a crayon to color each of the five food groups with the correct color.


DAIRY (Blue)	VEGETABLES (Green)	FRUITS (Red)	GRAINS (Orange)	PROTEIN (Purple)
				

Eating foods from each food group every day helps me get the nutrients my body needs. For example, I need milk and dairy foods for calcium to help grow strong bones. I need vegetables for healthy skin and eyes. Adults need foods from all five food groups, too.

"extras"

Some foods do not fit in a food group. They are foods that have very few nutrients or have more fats or sugars, than nutrients. These "extra" foods are often fun to eat, but we need to be sure to choose foods from the food groups first.

2. Color the "extras" oval pink.



Family Activity

I should eat a rainbow of colors at every meal. Let's check my plate and see what food group colors are there. Each food group name should be in the color associated with the group.
Parents, write down the name of the food you and your child ate for dinner from each food group.

FOOD GROUP	PARENT	MY STUDENT
Dairy: Milk, Yogurt, Cheese		
Vegetables		
Fruits		
Grains: Breads, Cereals, Pasta		
Protein: Meat, Beans, Nuts		

If you had one food from every food group, great job! If not, think about what you can eat later today or tomorrow for good health and share with one another.

Student signature: _____ Parent signature: _____

3

Overview of Lesson:

- This lesson introduces students to the Dairy food group, one of five in our food grouping system.
- The food grouping system, consistent with USDA's *MyPlate* icon, is a tool that can help students classify foods.
- Students will associate a specific color with this group and will learn many varied foods that belong to this group.
- They will also learn that some foods derived from Dairy are better classified as “extra” foods.

Student Objectives:

1. Identify the Dairy group by name and color.
2. Identify foods that belong in the Dairy group.
3. Choose foods from the Dairy group to include in their own meals and snacks.
4. Distinguish between foods in the Dairy group and “extras.”

 *Highlights a student objectives concept.*

Level of Cognition:

Cognition refers to the mental processes involved in gaining knowledge and comprehension. The *Healthy Choices, Healthy Me!* program uses the level of cognition to identify the processes being learned in each objective for each lesson.

Objective 1: Knowledge

Objective 2: Knowledge

Objective 3: Application

Objective 4: Analysis

Nutrition Facts:

- The Dairy food group is associated with the color blue.
- Foods in the Dairy group can be counted on to provide the majority of calcium in our diets, which is critical for the development of strong bones and teeth in children. Foods in this group supply two of the other three nutrients most lacking in the American diet: vitamin D and potassium. The full package of nine nutrients supplied by foods in this group makes Dairy foods, with their unique interactions, an irreplaceable part of daily healthy food choices.
- Common foods from the Dairy group include milk, both unflavored and flavored; cheese; yogurt; puddings; custards; flans made with milk; and cocoa made with milk. All of these foods contribute significant amounts of calcium and other nutrients per serving.
- Some foods that are made from milk do not fit into the Dairy group, including butter, sour cream, cream cheese and whipped cream. They are higher in fat relative to the nutrients they contain, so they are classified as “extra” foods.

Materials: Student workbooks

Crayons and pencils

Food pictures of Dairy foods

Blank construction paper, light blue

Poster board

Scissors

Glue

Preparation:

1. Pull pictures of Dairy foods from the box of food pictures. Familiarize yourself with the foods that are classified into this group.
2. Cut construction paper into 4 in. x 4 in. squares, one for each student.
3. Compile materials to create a classroom collage.

Length of Lesson: 35 – 40 minutes

Anticipatory Set:

1. INTRODUCTION:

- Tell students you are going to describe some “mystery” foods by giving them clues. When students think they know the food you’re describing, they should raise their hands. Call on students for answers.

I’m a liquid, and I’m white. You might pour me on your cereal in the morning or drink a cold glass of me with a peanut butter and jelly sandwich. What am I?

Answer: milk.

I’m sometimes orange and sometimes white. I’m often added to sandwiches ... or sometimes you can grill me in a sandwich all by myself. I can be in slices, grated or cubed. What am I?

Answer: cheese.

- Explain to students that Dairy (foods made from milk) are one of the five food groups they need every day to stay strong and healthy.
- Explain that many foods are part of this food group, and today they’ll learn about those foods. They’ll also learn why it is important to eat many different foods from this group.

Step-by-Step Procedures:

Teacher Note: This symbol  represents a key concept that should be discussed as activities are being completed.

1. Tell students that today they are going to learn about the many different foods in the Dairy group and why it is important to eat many different foods from this group.
 - Ask students to open their workbooks to Page 5, “Dairy.”
 - Ask students to name the Dairy foods shown at the top of the page.
 - Ask students to use a blue crayon to draw a circle around each food that they like and eat often. Have a few students share some the foods they circled and when and how they eat them.

Possible answers: yogurt for breakfast, cheese on a sandwich for lunch.
 - Encourage students to find at least one Dairy food that they do not eat but would be willing to try. Have students draw a box around that food or those foods. Have some of the students share with the class the new foods they would like to try.
 - Show the class a variety of food pictures from the Dairy group. For each picture, call on a student to name the food.
 - Explain that you do not have a picture of every food from the Dairy group. Tell students that they may discover other foods that fit into this group.

2. Tell students that all of the foods in the Dairy group are the same because:
 - They are all made from milk.
 - They all provide the calcium students need for strong bones and teeth.
3. Explain that there are also differences among foods within the Dairy group, depending on how a food is prepared. Point out that foods in this group are sometimes different because:
 - Some have flavors added, for instance strawberry yogurt, chocolate milk and vanilla pudding.
 - Some have fat taken out, for instance fat-free milk and low-fat yogurt.
 - Ask students for other differences they notice in foods from the Dairy group.

Possible answers: taste, texture, temperature or color.
4. Remind students that one of the important steps in making healthy food choices is to eat many different foods from each food group every day.
 - Tell students that eating many different foods from the Dairy group helps them get all the nutrients they need.
 - Remind students that Dairy provides calcium for strong bones and teeth.

5. Remind students that some foods do not fit into a food group, and these foods are called “extras.”
 - Show the class a variety of food pictures from the “extras.” For each picture, call on a student to name the food.
 - Explain that some foods made from milk—butter, cream cheese, sour cream and whipped cream—are not in the Dairy group because they do not have much calcium and are higher in fat than foods found in the food group. Tell students that these are “extra” foods.

Check for Understanding:

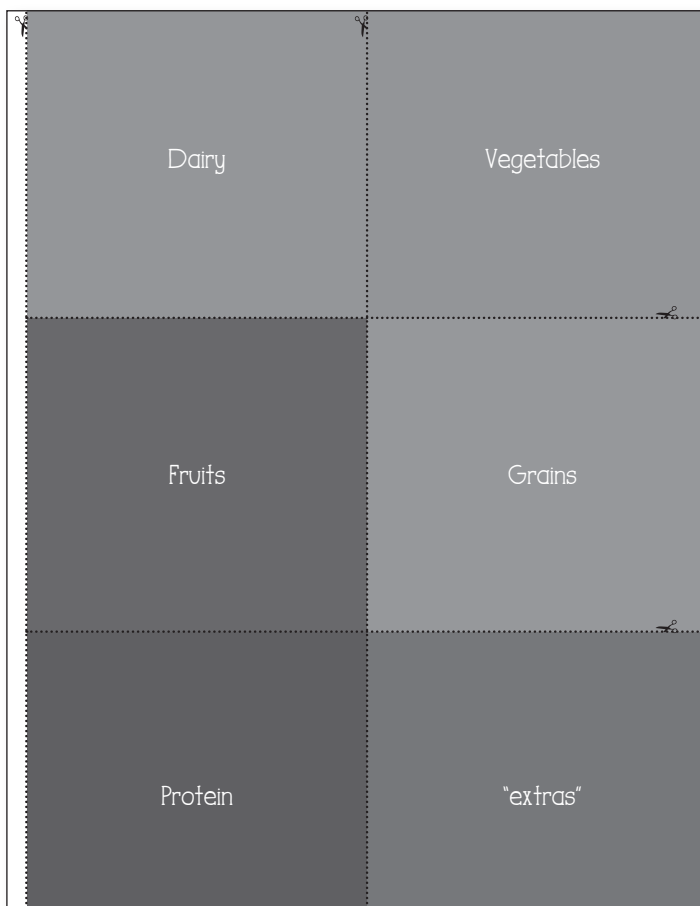
- Mix some Dairy food pictures with pictures of foods from other groups and "extras."
 - Ask students to turn to Page 31 in their workbooks. Ask students to cut out the food-group response cards by cutting along the dotted lines. Explain that they will have one card for each food group and one for "extra" foods.
 - Ask students to put away all the response cards for now except the blue card for the Dairy group.
 - Show the food pictures one at a time to the class. Have students hold up the blue response card if the food you show belongs in the Dairy group.
 - Hand out a square of construction paper to each student. Ask students to draw their favorite food from the Dairy group. Give students a few minutes to complete their drawings.
 - Collect the drawings. Label the poster board "Dairy" and glue on the drawings to make a classroom collage for the Dairy food group. Display the collage on the wall.
 - Consider discussing the poster board at the beginning of the next lesson for a review.

Guided Practice:


Teacher Note: You can direct the students to resource Page 30 to help them complete this lesson.


WORKBOOK INSTRUCTIONS:


- Tell the students to turn to Page 5 in their student workbooks.
 - Ask the students to put a finger on the word "Dairy."
 - Review the directions with the students.
 - Ask the students to complete this activity on their own.
 - Tell the students that when they complete Page 5 they should turn the page and continue on Page 6.
 - When everyone is finished, check a few answers together using the answer key on this page in your teacher guide.





Lesson 1 Dairy


Low-fat milk


Yogurt


















Lactose Free Milk


String cheese


Cheese

Directions:
















- Fill-in the correct bubble in each row for the food from the DAIRY group.
- Put an "X" through any picture that is an "extras."

1				
	Example:	<input type="radio"/> Tuna	<input checked="" type="radio"/> Low-fat milk	<input type="radio"/> Tomato
2				
		<input type="radio"/> Soft drink	<input type="radio"/> Crackers	<input checked="" type="radio"/> String cheese
3				
		<input checked="" type="radio"/> Fruit yogurt	<input type="radio"/> Turkey lunch meat	<input type="radio"/> Pear
4				
		<input type="radio"/> Hard-boiled egg	<input type="radio"/> Corn tortilla	<input checked="" type="radio"/> Cheddar cheese

5 Turn the page

Assessment:

- Tell the students to put a finger on the words “What I Learned” at the bottom of Page 6.
- Review the directions with the students and have them complete the sentence on their own. They can refer to Pages 5 and 6 or resource Page 30 for ideas and/or help with correct spelling.
- Ask a few students to share their answers with the class.

5				
	<input type="radio"/> Shrimp	<input checked="" type="radio"/> Cottage cheese	<input type="radio"/> Berries	<input checked="" type="radio"/> Butter
6				
	<input type="radio"/> Steak	<input type="radio"/> Pasta	<input type="radio"/> Raisins	<input checked="" type="radio"/> Fat-free milk
7				
	<input type="radio"/> Bell pepper	<input type="radio"/> Chicken	<input checked="" type="radio"/> Low-fat chocolate milk	<input checked="" type="radio"/> Apple pie
8				
	<input type="radio"/> Black beans	<input checked="" type="radio"/> Plain yogurt	<input type="radio"/> Cereal	<input type="radio"/> Banana

What I Learned

Two of my favorite foods from the DAIRY group are:

Possible answers: milk, chocolate milk, yogurt, fruit yogurt,
string cheese, cheddar cheese, cottage cheese

6

Curriculum Connections

ACTIVITY #1: VISIT A DAIRY FARM

- To continue the discussion about where foods come from, try to arrange a visit to a dairy farm (if there is one in your vicinity) so your class can see where milk really comes from.
- Call the dairy farm closest to you and ask if tours are available for students. Many children in urban areas are sure that milk comes from the grocery store!

ACTIVITY #2: FREQUENT FOODS

- Have the students keep track of the foods they eat from the Dairy group over several days.
- Tally all of the results for the class for each day.
- Have the students, or class, make a bar or pie graph of the results to see which foods are eaten, from most to least frequent.

ACTIVITY #3: THE FOOD GROUP SONG

- Teach students the following song to the tune of “Old MacDonald Had a Farm.”
- Introduce each specific food-group verse as students learn about that particular food group.
- FOOD GROUP SONG

To get the nutrients you need,
Eat lots of food-group foods.
To be healthy and grow up strong,
Eat some Dairy group foods.
Drink some Milk,
Eat some cheese,
Have some yogurt,
If you please.
To be healthy and grow up strong,
Eat some Dairy group foods.

To get the nutrients you need,
Eat lots of food-group foods.
To be healthy and grow up strong,
Eat some Vegetables group foods.
Eat some broccoli,
Carrots and potatoes,
Peas and squash,
Lettuce and tomatoes.
To be healthy and grow up strong,
Eat some Vegetables group foods.
To get the nutrients you need,

Eat lots of food-group foods.
To be healthy and grow up strong,
Eat some Fruits group foods.
Have an apple,
Grapes and cherries,
Peaches and pears,
And sweet strawberries.
To be healthy and grow up strong,
Eat some Fruits group foods.

To get the nutrients you need,
Eat lots of food-group foods.
To be healthy and grow up strong,
Eat some Grains group foods.
Have a tortilla,
Try some rice,
Muffins and bagels,
Are very nice.
To be healthy and grow up strong,
Eat some Grains group foods.

To get the nutrients you need,
Eat lots of food-group foods.
To be healthy and grow up strong,
Eat some Protein group foods.
Have some chicken,
Eat some fish,
Spoon some beans,
Into your dish.
To be healthy and grow up strong,
Eat some Protein group foods.


Lesson 2 Vegetables

Overview of Lesson:

- This lesson introduces students to the Vegetables food group, one of five in our food grouping system.
- The food grouping system, consistent with USDA's *MyPlate* icon, is a tool that can help students classify foods.
- Students will associate a specific color with this group and will learn many varied foods that belong to this group.
- They will also learn that some foods derived from vegetables are better classified as “extra” foods.

Student Objectives:

1. Identify the Vegetables group by name and color.
2. Identify foods that belong in the Vegetables group.
3. Choose foods from the Vegetables group to include in their own meals and snacks.
4. Distinguish between foods in the Vegetables group and “extras.”

 *Highlights a student objectives concept.*

Level of Cognition:

Cognition refers to the mental processes involved in gaining knowledge and comprehension. The *Healthy Choices, Healthy Me!* program uses the level of cognition to identify the processes being learned in each objective for each lesson.

Objective 1: Knowledge

Objective 2: Knowledge

Objective 3: Application

Objective 4: Analysis

Nutrition Facts:

- The Vegetables food group is associated with the color green.
- Foods in the Vegetables group are a primary source of vitamin A in diets, which helps maintain healthy skin and good eyesight. Some Vegetables are also good sources of vitamin C, and all foods in the Vegetables group provide dietary fiber, which helps with digestion. While vitamin A is the main nutrient in foods from the Vegetables group, the combination of all the nutrients is often thought to be what is most beneficial.
- Common Vegetable foods include all fresh, frozen and canned vegetables. Foods made from vegetables, like tomato salsa, carrot juice, vegetable soup and potato salad, are also included.
- Foods made from vegetables that do not fit into the Vegetables group include fried zucchini, fast-food french fries, potato chips and corn chips. These foods are higher in fat relative to the nutrients they contain, so they are classified as “extra” foods. The same is true for some dessert foods that contain vegetables, like carrot cake or sweet potato pie.
- Tomatoes and avocados are classified as vegetables, even though botanically they are fruits. This is because they are most often prepared and eaten like other vegetables.

Materials: Student workbooks
Crayons and pencils
Food pictures of Vegetable foods
Blank construction paper, light green
Poster board
Glue

Preparation:

1. Pull pictures of foods from the Vegetables group in the box of food pictures. Familiarize yourself with the foods that are classified into this group.
2. Cut construction paper into 4 in. x 4 in. squares, one for each student.
3. Compile materials to create a classroom collage.

Length of Lesson: 35 – 40 minutes

Anticipatory Set:

1. INTRODUCTION:

- Tell students you are going to describe some “mystery” foods by giving them some clues. When students think they know the food you’re describing, they should raise their hands. Call on students for answers.

I’m orange, long and skinny, with a leafy green top. I grow in the ground. I’m great dipped into Ranch dressing. Rabbits love to eat me. What am I?

Answer: carrots.

I can be white, red, yellow or orange. Sometimes people mash me up; sometimes they fry me in long strips. My nickname is “spud.” What am I?

Answer: potato.

- Explain** to students that Vegetables are one of the five food groups we need every day to stay strong and healthy.
- Explain** that many foods are part of this food group, and today the students will learn about those foods. They’ll also learn why it is important to eat many different foods from this group.


Step-by-Step Procedures:


Teacher Note: This symbol  represents a key concept that should be discussed as activities are being completed.


- Tell students that today they are going to learn about the many different foods in the Vegetables group and why it is important to eat many different foods from this group.
 - Ask students to open their workbooks to Page 7, “Vegetables.”
 - Ask students to name food from the Vegetables group shown at the top of the page.
 - Ask students to use a green crayon to draw a circle around each food that they like and eat often. Have a few students share some the foods they circled and when and how they eat them.


Possible answers: raw carrot sticks for a snack, cooked broccoli for dinner.
 - Encourage students to find at least one food from the Vegetables group that they do not eat but would be willing to try. Have the students draw a box around that food or those foods. Have some of the students share with the class the new foods they would like to try.
 - Show the class a variety of food pictures from the Vegetables group. For each picture, call on a student to name the food.
 - Explain that you do not have a picture of every food from the Vegetables group. Tell students that they may discover other foods that fit into this group.

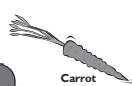
Lesson 2
Vegetables

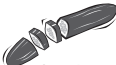

Salad


Broccoli


Potato


















Tomato



Carrot


Cucumber

Directions:

- Fill-in the correct bubble in each row for the food from the VEGETABLES group.
- Put an “X” through any picture that is an “extras.”

1				
Example:	<input type="radio"/> Cantaloupe	<input type="radio"/> Plain yogurt	<input type="radio"/> Fish	<input checked="" type="radio"/> Spinach
2				
	<input checked="" type="radio"/> Bacon	<input type="radio"/> American cheese	<input type="radio"/> Popcorn	<input checked="" type="radio"/> Lettuce
3				
	<input type="radio"/> Crackers	<input checked="" type="radio"/> Broccoli	<input type="radio"/> Nuts	<input checked="" type="radio"/> Cookie
4				
	<input type="radio"/> Low-fat milk	<input type="radio"/> Pasta	<input checked="" type="radio"/> Potato	<input type="radio"/> Tofu

7
Turn the page 

2. Tell students that all of the foods in the Vegetables group are the same because:

- Nearly all of them provide vitamin A, which is needed for healthy skin and good eyesight.
- They are all from plants.

3. Explain that there are also differences among foods within the Vegetables group. Point out that foods in this group are sometimes different because:

- Some are leafy (lettuce); some are smooth (zucchini); some are rough (potatoes, carrots).
- Some are higher in fat than others, depending on the way the food is prepared; for instance, hashed brown potatoes are fried in fat but baked potatoes are not.
- Ask students for other differences they notice in foods from the Vegetables group.

Possible answers: taste, texture or color.

4. Remind students that one of the important steps in making healthy food choices is to eat many different foods from each food group every day.

- Tell students that eating many different foods from the Vegetables group helps them get all the nutrients they need.
- Remind students that foods from the Vegetables group provide vitamin A for healthy skin and good eyesight.

5. Remind students that some foods do not fit into a food group, and these foods are called “extras.”

- Show the class a variety of food pictures from the “extras.” For each picture, call on a student to name the food.
- Explain that some foods made from vegetables are not in the Vegetables group because they are higher in fat than foods found in the food group. Examples include fast food french fries and potato chips, which are made from potatoes, and ketchup, which is made from tomatoes. Tell students that these are “extra” foods.

Check for Understanding:

- Mix some pictures of foods from the Vegetables group with pictures of foods from other groups and “extras.”
 - Ask students to take out the green response cards for the Vegetables food group.
 - Show the food pictures one at a time to the class. Have students hold up the green response card if the food you show belongs in the Vegetables group.
 - Hand out a square of construction paper to each student and ask the students to draw their favorite food from the Vegetables group on the paper. Give students a few minutes to complete their drawings.
 - Collect the drawings. Label the poster board “Vegetables” and glue on the drawings to make a classroom collage for the Vegetables food group. Display the collage on the wall.
 - Consider discussing the poster board at the beginning of the next lesson for a review.

Guided Practice:

WORKBOOK INSTRUCTIONS:







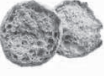









Teacher Note: You can direct students to resource Page 30 to help them complete this lesson.

1. Tell the students to turn to Page 7 in their student workbooks.

- Ask the students to put a finger on the word “Vegetables.”
- Review the directions with the students.
- Ask the students to complete this activity on their own.
- Tell the students that when they complete Page 7 they should turn the page and continue on Page 8.
- When everyone is finished, check a few answers together using the answer key on this page in your teacher guide.

Assessment:

- Tell the students to put a finger on the words “What I Learned” at the bottom of Page 8.
- Review the directions with the students and have them complete the sentence on their own. They can refer to Pages 7 and 8 or resource Page 30 for ideas and/or help with correct spelling.
- Ask a few students to share their answers with the class.

5				
	<input checked="" type="radio"/> Avocado	<input type="radio"/> French fries	<input type="radio"/> Nuts	<input type="radio"/> Candy
6				
	<input checked="" type="radio"/> Green beans	<input type="radio"/> Fat-free milk	<input type="radio"/> English muffin	<input type="radio"/> Cream cheese
7				
	<input type="radio"/> Chips	<input type="radio"/> Pineapple	<input checked="" type="radio"/> Salsa	<input type="radio"/> Graham cracker
8				
	<input type="radio"/> Ham	<input type="radio"/> Lactose-free milk	<input checked="" type="radio"/> Tomato	<input type="radio"/> Whole-grain bread

What I Learned

Two of my favorite foods from the VEGETABLES group are:

Possible answers: spinach, lettuce, broccoli, green beans, corn, potatoes, tomato, carrots, cucumbers, celery, kale, peas

Curriculum Connections

ACTIVITY #1: READ!

- Help students find and read books about vegetables.
- Take the students to the school library and help them pick out books about vegetables. One example of a great book is *Growing Vegetable Soup*, by Lois Ehlert, 1987.

ACTIVITY #2: FREQUENT FOODS

- Have the students keep track of the foods they eat from the Vegetables group over several days.
- Tally all of the results for the class for each day.
- Have the students, or class, make a bar or pie graph of the results to see which foods are eaten, from most to least frequent.




Lesson 3 Fruits

Overview of Lesson:

- This lesson introduces students to the Fruits food group, one of five in our food grouping system.
- The food grouping system, consistent with USDA's *MyPlate* icon, is a tool that can help students classify foods.
- Students will associate a specific color with this group and will learn many varied foods that belong to this group.
- They will also learn that some foods derived from fruits are better classified as “extra” foods.

Student Objectives:

1. Identify the Fruits group by name and color.
2. Identify foods that belong in the Fruits group.
3. Choose foods from the Fruits group to include in their own meals and snacks.
4. Distinguish between foods in the Fruits group and “extras.”

 *Highlights a student objectives concept.*

Level of Cognition:

Cognition refers to the mental processes involved in gaining knowledge and comprehension. The *Healthy Choices, Healthy Me!* program uses the level of cognition to identify the processes being learned in each objective for each lesson.

Objective 1: Knowledge

Objective 2: Knowledge

Objective 3: Application

Objective 4: Analysis

Nutrition Facts:

- The Fruits food group is associated with the color red.
- Foods in the Fruits group are the main source of vitamin C in diets. Vitamin C aids in the formation and maintenance of connective tissue and promotes the healing of wounds. Some fruits are also good sources of vitamin A and dietary fiber, which helps with digestion.
- Fruits in this group include commonly known ones like apples, oranges, bananas, plums and cantaloupe. There are also lesser known fruits like star fruit, guavas and olallieberries. There are fresh, frozen, canned and dried varieties of fruit. Also, 100 percent juices may be included.
- Foods made from fruit that do not fit into the Fruits group include fruit rolls, cherry pie, banana bread, fruit punch and fruit jellies and jams. Because of the higher amounts of fats or sugars added during preparation, they are classified as “extra” foods.

Materials: Student workbooks
Crayons and pencils
Food pictures of Fruits foods
Blank construction paper, light red
Poster board
Glue

Preparation:

1. Pull pictures of foods from the Fruits group in the box of food pictures. Familiarize yourself with the foods that are classified into this group.
2. Cut construction paper in 4 in. x 4 in. squares, one for each student.
3. Compile materials to create a classroom collage.

Length of Lesson: 35 – 40 minutes

Anticipatory Set:

1. INTRODUCTION:

- Tell students you are going to describe some “mystery” foods by giving them some clues. When students think they know the food you’re describing, they should raise their hands. Call on students for answers.

I’ve got a thick yellow skin, but when you peel me I’m white and softer on the inside. Monkeys like to eat me. And I taste great when slices of me are added to cereal. What am I?

Answer: *banana.*

I can be green or red ... have seeds or not. I’m small and round and hang around together with others just like me on a stem. I’m nice and juicy when you bite into me.

Answer: *grapes.*

- Explain** to students that Fruits are one of the five food groups we need every day to stay strong and healthy.
- Explain** that many foods are part of this food group, and today the students will learn about those foods. They’ll also learn why it is important to eat many different foods from this group.


Step-by-Step Procedures:


Teacher Note: This symbol  represents a key concept that should be discussed as activities are being completed.


- Tell students that today they are going to learn about the many different foods in the Fruits group and why it is important to eat many different foods from this group.
 - Ask students to open their workbooks to Page 9, “Fruits.”
 - Ask students to name the foods from the Fruits group shown at the top of the page.
 - Ask students to use a red crayon to draw a circle around each food that they like and eat often. **Have** a few students share some the foods they circled and when and how they eat them.


Possible answers: *banana on cereal at breakfast, grapes for a snack.*
 - Encourage** students to find at least one food from the Fruits group that they do not eat but would be willing to try. **Have** the students draw a box around that food or those foods. **Have** some of the students share with the class the new foods they would like to try.
 - Show** the class a variety of food pictures from the Fruits group. For each picture, **call** on a student to name the food.
 - Explain** that you do not have a picture of every food from the Fruits group. **Tell** students that they may discover other foods that fit into this group.


Lesson 3
Fruits



Banana


Grapefruit


Pear


















Grapes



Watermelon


Raisins

Directions:

- Fill-in the correct bubble in each row for the food from the FRUITS group.
- Put an “X” through any picture that is an “extras.”

1				
Example:	<input type="radio"/> String cheese	<input type="radio"/> Tuna	<input checked="" type="radio"/> Pear	<input type="radio"/> Green beans
2				
	<input checked="" type="radio"/> Orange juice	<input type="radio"/> Graham cracker	<input type="radio"/> Syrup	<input type="radio"/> Cauliflower
3				
	<input type="radio"/> Scrambled egg	<input type="radio"/> Waffle	<input checked="" type="radio"/> Apple pie	<input checked="" type="radio"/> Pineapple
4				
	<input type="radio"/> English muffin	<input type="radio"/> Kale	<input checked="" type="radio"/> Cantaloupe	<input type="radio"/> Parmesan cheese

9
Turn the page 

2. Tell students that all of the foods in the Fruits group are the same because:
- Nearly all of them provide vitamin C, which helps bodies heal from cuts, scrapes and wounds.
 - They all grow on plants.
3. Explain that there are also differences among foods within the Fruits group. Point out that foods in this group are sometimes different because:
- Some are crunchy (apples and pears); some are soft (bananas).
 - Some are sweeter than others; for instance, strawberries are sweet but lemons are not.
 - Ask students what other differences they notice in foods from the Fruits group.
- Possible answers: taste, texture or color.*
4. Remind students that one of the important steps in making healthy food choices is to eat many different foods from each food group every day.
- Tell students that eating many different foods from the Fruits group helps them get all the nutrients they need.
 - Remind students that foods from the Fruits group give them vitamin C, which helps their bodies heal.
5. Remind students that some foods do not fit into a food group, and these foods are called “extras.”
- Show the class a variety of food pictures from the “extras.” For each picture, call on a student to name the food.
 - Explain that some foods made from Fruits—for instance, fruit rolls and jam—are not in the Fruits group because they are higher in sugar than foods found in the food group. Tell students that these are “extra” foods.

Check for Understanding:

















- Mix some pictures of foods from the Fruits group with pictures of foods from other groups and “extras.”
 - Ask students to take out the red response cards for the Fruits food group.
 - Show the food pictures one at a time to the class. Have students hold up the red response card if the food you show belongs in the Fruits group.
 - Hand out a square of construction paper to each student and ask the students to draw their favorite food from the Fruits group on the paper. Give students a few minutes to complete their drawings.
 - Collect the drawings. Label the poster board “Fruits” and glue on the drawings to make a classroom collage for the Fruits food group. Display the collage on the wall.
 - Consider discussing the poster board at the beginning of the next lesson for a review.

Guided Practice:

WORKBOOK INSTRUCTIONS:

Teacher Note: You can direct students to resource Page 30 to help them complete this lesson.

- Tell the students to turn to Page 9 in their student workbooks.
 - Ask the students to put a finger on the word “Fruits.”
 - Review the directions with the students.
 - Ask the students to complete this activity on their own.
 - Tell the students that when they complete Page 9 they should turn the page and continue on Page 10.
 - When everyone is finished, check a few answers together using the answer key on this page in your teacher guide.

5				
	<input type="radio"/> Broccoli	<input checked="" type="radio"/> Mango	<input type="radio"/> Salsa	<input type="radio"/> Edamame
6				
	<input type="radio"/> Tofu	<input checked="" type="radio"/> Grapes	<input type="radio"/> Oatmeal	<input type="radio"/> Summer squash
7				
	<input checked="" type="radio"/> Berries	<input type="radio"/> Cupcake	<input type="radio"/> Celery	<input type="radio"/> Plain yogurt
8				
	<input type="radio"/> Bagel	<input type="radio"/> Sweet potato	<input type="radio"/> Soft drink	<input checked="" type="radio"/> Peach

What I Learned

Two of my favorite foods from the FRUITS group are:

Possible answers: peach, berries, grapes, mango, cantaloupe, pineapple, orange, pear, watermelon, raisins, grapefruit, apple, banana

Assessment:

- Tell the students to put a finger on the words “What I Learned” at the bottom of Page 10.
- Review the directions with the students and have them complete the sentence on their own. They can refer to Pages 9 and 10 or resource Page 30 for ideas and/or help with correct spelling.
- Ask a few students to share their answers with the class.

Curriculum Connections

ACTIVITY #1: “A” IS FOR APPLE

Materials needed: Apples in different forms, for example applesauce, fresh apples (many varieties), dried apples, apple pie filling

- Set out your variety of apples for the students inspect.
- Compare and describe the characteristics of different varieties of apples. Compare and describe the differences among fresh apples, applesauce, dried apple chips and prepared apple pie filling.
- Once the lesson is done, let the students taste test all of the different forms of apples.

ACTIVITY #2: FREQUENT FOODS

- Have the students keep track of the foods they eat from the Fruits group over several days.
- Tally all of the results for the class for each day.
- Have the students, or class, make a bar or pie graph of the results to see which foods are eaten, from most to least frequent.

Overview of Lesson:

- This lesson introduces students to the Grains food group, one of five in our food grouping system.
- The food grouping system, consistent with USDA's *MyPlate* icon, is a tool that can help students classify foods.
- Students will associate a specific color with this group and will learn many varied foods that belong to this group.
- They will also learn that some foods derived from Grains are better classified as “extra” foods.

Student Objectives:

1. Identify the Grains group by name and color.
2. Identify foods that belong in the Grains group.
3. Choose foods from the Grains group to include in their own meals and snacks.
4. Distinguish between foods in the Grains group and “extras.”

 *Highlights a student objectives concept.*

Level of Cognition:

Cognition refers to the mental processes involved in gaining knowledge and comprehension. The *Healthy Choices, Healthy Me!* program uses the level of cognition to identify the processes being learned in each objective for each lesson.

Objective 1: Knowledge

Objective 2: Knowledge

Objective 3: Application

Objective 4: Analysis

Nutrition Facts:

- The Grains food group is associated with the color orange.
- Foods in the Grains group provide us with the B-vitamins (niacin, thiamine and riboflavin) that assist in the release of energy from food. B-vitamins are also important for a healthy nervous system. Foods in this food group, along with vegetables and fruits, also add fiber to our diets.
- Most foods that are grains or made from grains—wheat, corn, oats, buckwheat, barley, rice, rye—are in this food group. Included are breads of all types, including buns, rolls, muffins and bagels; cereals such as corn flakes and oatmeal; rice of all types; pastas such as spaghetti, macaroni and noodles; and other foods made from flour, like tortillas, crackers and pancakes.

- Foods like toaster pastries, sweet rolls, cookies, doughnuts, cakes and tortilla chips are not in the Grains group, despite the fact that they are made from grains. These foods do not provide the nutrients counted on from the Grains group. Because of few nutrients and higher amounts of fats and/or sugars, these foods are considered “extras.”

Materials:

Student workbooks
Crayons and pencils
Food pictures of Grains foods
Blank construction paper, light orange
Poster board
Glue

Preparation:

1. Pull pictures of foods from the Grains group in the box of food pictures. Familiarize yourself with the foods that are classified into this group.
2. Cut construction paper in 4 in. x 4 in. squares, one for each student.
3. Compile materials to create a classroom collage.

Length of Lesson: 35 – 40 minutes

Anticipatory Set:

1. INTRODUCTION:

- Tell students you are going to describe some “mystery” foods by giving them some clues. When students think they know the food you’re describing, they should raise their hands. Call on students for answers.

I’m round, very flat and light brown in color. I can be made from corn or flour. You’ll often find me in foods like tacos, burritos and quesadillas. What am I?

Answer: tortilla.

I’m generally white—long, skinny and slippery. People think of me with Italian foods. I’m a favorite when served with meatballs and tomato sauce. What am I?

Answer: spaghetti.

- Explain** to students that Grains are one of the five food groups needed every day to stay strong and healthy.
- Explain** that many foods are part of this food group, and today the students will learn about those foods. They’ll also learn why it is important to eat many different foods from this group.

Step-by-Step Procedures:

Teacher Note: This symbol  represents a key concept that should be discussed as activities are being completed.


- Tell students that today they are going to learn about the many different foods in the Grains food group and why it is important to eat many different foods from this group.


- Ask students to open their workbooks to Page 11, “Grains.”
- Ask students to name the foods from the Grains group shown at the top of the page.
- Ask students to use an orange crayon to draw a circle around each food that they like and eat often. Have a few students share some the foods they circled and when and how they eat them.


Possible answers: bagel for breakfast, spaghetti with tomato sauce for dinner.


- Encourage students to find at least one food from the Grains group that they do not eat but would be willing to try. Have the students draw a box around that food or those foods. Have some of the students share with the class the new foods they would like to try.
- Show the class a variety of food pictures from the Grains group. For each picture, call on a student to name the food.
- Explain that you do not have a picture of every food from the Grains group. Tell students that they may discover other foods that fit into this group.


Lesson 4
Grains



Cereal


Bread


Taco shell
















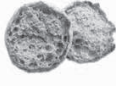

Rice



Bagel


Pasta

Directions:

- Fill-in the correct bubble in each row for the food from the GRAINS group.
- Put an “X” through any picture that is an “extras.”

1				
Example:	<input type="radio"/> Chickpeas	<input checked="" type="radio"/> Whole-grain bread	<input type="radio"/> Sweet potato	<input type="radio"/> Doughnut
2				
	<input type="radio"/> Kiwi	<input type="radio"/> Low-fat milk	<input checked="" type="radio"/> Rice	<input type="radio"/> Peanut butter
3				
	<input checked="" type="radio"/> Graham cracker	<input type="radio"/> Cookie	<input type="radio"/> Broccoli	<input type="radio"/> Colby cheese
4				
	<input type="radio"/> Grapes	<input type="radio"/> Chocolate candy	<input type="radio"/> Ground beef	<input checked="" type="radio"/> English muffin

11
Turn the page 

✔ 2. Tell students that all of the foods in the Grains group are the same because:

- They are all made of grains or of flour that comes from grains such as wheat, rice or oats.
- They all provide B-vitamins, which are needed for energy.

✔ 3. Explain that there are also differences among foods within the Grains group. Point out that foods in this group are sometimes different because:

- Some are made from wheat, some from rice, some from rye, some from oats, some from barley—so foods have different tastes.
- Some are eaten hot (oatmeal) and others cold (corn flakes).
- Some must be cooked before they are eaten (rice), and others are purchased ready to eat (crackers).
- Some are sweeter than others (pancakes).
- Ask students what other differences they notice in foods from the Grains group.

Possible answers: taste, temperature, texture or color.

4. Remind students that one of the important steps in making healthy food choices is to eat many different foods from each food group every day.

- Tell students that eating many different foods from the Grains group helps them get all the nutrients they need.
- Remind students that foods from the Grains group give them B-vitamins for energy.

✔ 5. Remind students that some foods do not fit into a food group, and these foods are called “extras.”

- Show the class a variety of food pictures from the “extras.” For each picture, call on a student to name the food.
- Explain that some foods made from flour—for instance, doughnuts and cookies—are not in the Grains group because they are higher in fats and/or sugars than foods found in the food group. Tell students that these are “extra” foods.

Check for Understanding:

1. Mix some pictures of foods from the Grains group with pictures of foods from other groups and “extras.”
 - Ask students to take out the orange response cards for the Grains food group.
 - Show the food pictures one at a time to the class. Have students hold up the orange response card if the food you show belongs in the Grains group.
 - Hand out a square of construction paper to each student and ask the students to draw their favorite food from the Grains group on the paper. Give students a few minutes to complete their drawings.
 - Collect the drawings. Label the poster board “Grains” and glue on the drawings to make a classroom collage for the Grains food group. Display the collage on the wall.
 - Consider discussing the poster board at the beginning of the next lesson for a review.

Guided Practice:

WORKBOOK INSTRUCTIONS:

Teacher Note: You can direct students to resource Page 30 to help them complete this lesson.

- Tell the students to turn to Page 11 in their student workbooks.
 - Ask the students to put a finger on the words “Grains.”
 - Review the directions with the students.
 - Ask the students to complete this activity on their own.
 - Tell the students that when they complete Page 11 they should turn the page and continue on Page 12.
 - When everyone is finished, check a few answers together using the answer key on this page in your teacher guide.

Assessment:

- Tell the students to put a finger on the words “What I Learned” at the bottom of Page 12.
- Review the directions with the students and have them complete the sentence on their own. They can refer to Pages 11 and 12 or resource Page 30 for ideas and/or help with correct spelling.
- Ask a few students to share their answers with the class.

Curriculum Connections

ACTIVITY #1: “SANDWICHES” AROUND THE WORLD

Materials needed: all foods needed for preparation of the selected sandwiches (see examples below)

- Call on one or two students to describe their favorite “sandwich” and what it looks like.
- Explain to the class that there are many different types of “sandwiches” and that several cultures have their own “sandwiches”—pita pockets, calzones, burritos, egg rolls.
- Bring the ingredients to assemble some of these “sandwiches” in class.
 - Divide the class into groups of 4 – 6 students and assign each group a “sandwich” to make.
 - Once finished, let the students try all of the “sandwiches” they created.

















ACTIVITY #2: FOOD AND THE SENSES

Materials needed: foods of the wrong color (see examples below), plates, utensils, napkins

- Help students see how important the senses—particularly sight and smell—are to determining the foods they like to eat.
- Bring in foods of the “wrong” color (blue mashed potatoes, green milk) and ask students to taste and describe the foods.
- Try having two different “taste test” groups—one tasting with eyes open and the other blindfolded so the students can’t see the food.
- Experiment with smells, allowing one group to smell a food before tasting it while another group tastes a food without smelling it.

ACTIVITY #3: FREQUENT FOODS

- Have the students keep track of the foods they eat from the Grains group over several days.
- Tally all of the results for the class for each day.
- Have the students, or class, make a bar or pie graph of the results to see which foods are eaten, from most to least frequent.

5				
	<input type="radio"/> Steak	<input checked="" type="radio"/> Cereal	<input type="radio"/> Peach	<input type="radio"/> Tofu
6				
	<input checked="" type="radio"/> Crackers	<input type="radio"/> Cottage cheese	<input type="radio"/> Turkey lunch meat	<input type="radio"/> Watermelon
7				
	<input checked="" type="radio"/> Pasta	<input type="radio"/> Zucchini	<input type="radio"/> Fruit yogurt	<input type="radio"/> Bacon
8				
	<input type="radio"/> Apple	<input checked="" type="radio"/> Corn tortilla	<input type="radio"/> Low-fat chocolate milk	<input type="radio"/> Soy sauce

What I Learned
Two of my favorite foods from the **GRAINS** group are:

Possible answers: tortilla, pasta, pita bread, cereal, roll, rice,
whole-grain bread, bagel, crackers, waffle

Lesson 5 Protein

Overview of Lesson:

- This lesson introduces students to the Protein food group, one of five in our food grouping system.
- The food grouping system, consistent with USDA's *MyPlate* icon, is a tool that can help students classify foods.
- Students will associate a specific color with this group and will learn many varied foods that belong to this group.
- They will also learn that some foods derived from Protein are better classified as “extra” foods.

Student Objectives:

1. Identify the Protein group by name and color.
2. Identify foods that belong in the Protein group.
3. Choose foods from the Protein group to include in their own meals and snacks.
4. Distinguish between foods in the Protein group and “extras.”

 *Highlights a student objectives concept.*

Level of Cognition:

Cognition refers to the mental processes involved in gaining knowledge and comprehension. The *Healthy Choices, Healthy Me!* program uses the level of cognition to identify the processes being learned in each objective for each lesson.

Objective 1: Knowledge

Objective 2: Knowledge

Objective 3: Application

Objective 4: Analysis

Nutrition Facts:

- The Protein food group is associated with the color purple.
- Foods in the Protein group can be counted on to provide the majority of protein in our diets. Protein helps build strong muscles, particularly important in growing children. It also helps repair and build new body tissue.
- Foods in this group include meats such as any kind of beef, chicken, turkey, pork or fish; beans such as dried pinto beans, lima beans, split peas and lentils, as well as tofu, which is made from soybeans; nuts, including any kind of nuts or seeds, as well as peanut and other nut butters; and eggs.
- Foods like bacon, gravy and beef jerky are made from meat but cannot be counted on to provide the nutrients expected from foods in this group. These foods have higher fat content with fewer nutrients and are therefore classified as “extras.” Foods like hot dogs or luncheon meats, while a bit higher in fat, still have significant sources of nutrients like protein and are classified in the Protein group.

Materials: Student workbooks
Crayons and pencils
Food pictures of Protein foods
Blank construction paper, light purple
Poster board
Glue

Preparation:

1. Pull pictures of foods from the Protein group in the box of food pictures. Familiarize yourself with the foods that are classified into this group.
2. Cut construction paper in 4 in. x 4 in. squares, one for each student.
3. Compile materials to create a classroom collage.

Length of Lesson: 35 – 40 minutes

Anticipatory Set:

1. INTRODUCTION:

- Tell students you are going to describe some “mystery” foods by giving them some clues. When students think they know the food you’re describing, they should raise their hands. Call on students for answers.

I’m reddish brown and can be shaped and molded into a round patty. People like to grill me on a barbecue, top me with cheese and serve me on a bun. What am I?

Answer: *beef patty.*

I’m an oval shape. I’ve got a white shell that breaks easily. I’m popular at breakfast, and I can be cooked a lot of different ways—hard boiled, scrambled, fried. What am I?

Answer: *egg.*

- **Explain** to students that Protein is one of the five food groups needed every day to stay strong and healthy.
- **Explain** that many foods are part of this food group, and today the students will learn about those foods. They’ll also learn why it is important to eat many different foods from this group.

Step-by-Step Procedures:

Teacher Note: This symbol  represents a key concept that should be discussed as activities are being completed.


1. Tell students that today they are going to learn about the many different foods in the Protein food group and why it is important to eat many different foods from this group.


- Ask students to open their workbooks to Page 13, “Protein.”
- Ask students to name the foods from the Protein group shown at the top of the page.
- Ask students to use a purple crayon to draw a circle around each food that they like and eat often. **Have** a few students share some the foods they circled and when and how they eat those foods.


Possible answers: *peanut butter on toast at breakfast, refried beans in burritos at lunch.*


- **Encourage** students to find at least one food from the Protein group that they do not eat but would be willing to try. **Have** the students draw a box around that food or those foods. **Have** some of the students share with the class what new foods they would like to try.
- **Show** the class a variety of food pictures from the Protein group. For each picture, **call** on a student to name the food.
- **Explain** that you do not have a picture of every food from the Protein group. **Tell** students that they may discover other foods that fit into this group.


Lesson 5
Protein



Eggs


Chicken


Tuna




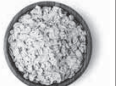













Hamburger



Beans


Peanut butter

Directions:

1. Fill-in the correct bubble in each row for the food from the PROTEIN group.
2. Put an “X” through any picture that is an “extras.”

1				
Example:	<input type="radio"/> Carrot	<input checked="" type="radio"/> Ground beef	<input type="radio"/> Soft drink	<input type="radio"/> Oatmeal
2				
	<input checked="" type="radio"/> Shrimp	<input type="radio"/> Green beans	<input type="radio"/> Soy beverage	<input type="radio"/> Chocolate candy
3				
	<input type="radio"/> Peach	<input type="radio"/> Waffle	<input type="radio"/> Salad dressing	<input checked="" type="radio"/> Hard-boiled egg
4				
	<input type="radio"/> Fat-free milk	<input checked="" type="radio"/> Fish	<input type="radio"/> Flour tortilla	<input type="radio"/> Apricot

13
Turn the page 

2. Tell students that all of the foods in the Protein group are the same because:

- They all provide the protein needed to grow and to build strong muscles.

3. Explain that there are also differences among foods within the Protein group. Point out that foods in this group are sometimes different because:

- Some are meat—beef, poultry, pork, fish—from different animals.
- Some come from plants—all kinds of beans; tofu, which is made from soy beans; all kinds of nuts; and peanut butter, which is made from peanuts.
- Some are lower in fat than others, sometimes depending on how the food is prepared—for instance, fried chicken has more fat than roasted chicken.
- Ask students what other differences they notice in foods from the Protein group.

Possible answers: taste, texture or color.

4. Remind students that one of the important steps in making healthy food choices is to eat many different foods from each food group every day.

- Tell students that eating many different foods from the Protein group helps them get all the nutrients they need.
- Remind students that foods from the Protein group provide protein for strong muscles.

5. Remind students that some foods do not fit into a food group, and these foods are called “extras.”

- Show the class a variety of food pictures from the “extras.” For each picture, call on a student to name the food.
- Explain that some foods made from meat (gravy, beef jerky, bacon) are not in the Protein group because they do not have much protein and are often higher in fats than foods found in the food group. Tell students that these are “extra” foods.

Check for Understanding:

- Mix some pictures of foods from the Protein group with pictures of foods from other groups and “extras.”
 - Ask students to take out the purple response cards for the Protein food group.
 - Show the food pictures one at a time to the class. Have students hold up the purple response card if the food you show belongs in the Protein group.
 - Hand out a square of construction paper to each student and ask students to draw their favorite food from the Protein group on the paper. Give students a few minutes to complete their drawings.
 - Collect the drawings. Label the poster board “Protein” and glue on the drawings to make a classroom collage for the Protein food group. Display the collage on the wall.
 - Consider discussing the poster board at the beginning of the next lesson for a review.

Guided Practice:

















WORKBOOK INSTRUCTIONS:

Teacher Note: You can direct students to resource Page 30 to help them complete this lesson.

- Tell the students to turn to Page 13 in their student workbooks.
 - Ask the students to put a finger on the word “Protein.”
 - Review the directions with the students.
 - Ask the students to complete this activity on their own.
 - Tell the students that when they complete Page 13 they should turn the page and continue on Page 14.
 - When everyone is finished, check a few answers together using the answer key on this page in your teacher guide.

Assessment:

- Tell the students to put a finger on the words “What I Learned” at the bottom of Page 14.
- Review the directions with the students and have them complete the sentence on their own. They can refer to Pages 13 and 14 or resource Page 30 for ideas and/or help with correct spelling.
- Ask a few students to share their answers with the class.

5				
	<input type="radio"/> Pretzels	<input type="radio"/> Low-fat chocolate milk	<input checked="" type="radio"/> Tofu	<input checked="" type="radio"/> Mayonnaise
6				
	<input checked="" type="radio"/> Black beans	<input type="radio"/> Orange	<input checked="" type="radio"/> Ketchup, mustard	<input type="radio"/> Brown rice
7				
	<input type="radio"/> Colby cheese	<input type="radio"/> Flour tortilla	<input type="radio"/> Kale	<input checked="" type="radio"/> Chicken
8				
	<input type="radio"/> Spinach	<input checked="" type="radio"/> Peanut butter	<input type="radio"/> Graham cracker	<input checked="" type="radio"/> Honey

What I Learned
Two of my favorite foods from the PROTEIN group are:

Possible answers: peanut butter, beans, pork chop, tofu, fish,
chicken, beef, eggs, tuna, nuts

Family Homework:

- Tell students to turn to Page 15 in their student workbooks and carefully pull out the sheet that says “Family Homework.”
- Explain to students that tonight they are to complete the activity with an adult at home.
- Briefly review the components of the assignment with the students.
- Tell the students to have the adult sign their homework and return the signed sheet to class tomorrow.

Curriculum Connections:

ACTIVITY #1: MYPLATE MATCH GAME

- Have students log on to the website provided below to play an interactive food grouping game. This interactive tool will reinforce the food-group foods and color associations the students were taught over the past five lessons, while helping them discover how many servings of food and how many minutes of moderate-vigorous physical activity they need every day.
- HealthyEating.org/Interactives/.


ACTIVITY #2: FOODS FROM A TO Z

Materials needed: 15 pieces of 4 in. x 4 in. paper stapled for each student, pencils, crayons


- Have each student create an ABC book of foods.
- The first page will be the cover. Have each student write “My ABC Book of Foods” on the front.
- Each student will write each letter of the alphabet on a separate page and then write the name and draw a picture of a food that begins with the letter on each page.
- Students may need help with letters like “q” (quesadilla, quiche), “u” (Ugli fruit), “x” (“extras” food), “y” (yam, yogurt), “z” (zucchini).

ACTIVITY #3: FREQUENT FOODS

- Have the students keep track of the foods they eat from the Protein group over several days.
- Tally all of the results for the class for each day.
- Have the students, or class, make a bar or pie graph of the results to see which foods are eaten, from most to least frequent.



Lesson 5: Food-Group Expert



Name: _____ Return by: _____

Family Activity

Dear Family,
I'm a food group expert! I know it is important to eat many different foods from all five food groups every day. I also learned that some foods do not fit into a food group, and these foods are called “extras.”

Ready, Set, Go!

PARENTS

Directions:


Play the Food-Group Expert Game!

1. Use the Food-Group Chart below. Have your child name as many foods in each food group as he/she can in a short amount of time.
2. Set a timer for 20 seconds and write down all the foods your child can think of from each food group.
3. Start with the Dairy group for 20 seconds and then do the other four food groups.

DAIRY <small>Milk, Yogurt, Cheese</small>	VEGETABLES	FRUITS	GRAINS <small>Breads, Cereals, Pasta</small>	PROTEIN <small>Meat, Beans, Nuts</small>

GREAT JOB! Parents, try to serve foods from all five food groups at meals. Kids, give new or different foods a try! This helps you get all of the nutrients you need to play and grow strong.

Together, test your knowledge of the five food groups and how many servings you need from each group at HealthyEating.org/Interactives/.



Student signature: _____ Parent signature: _____

15 STEP

Overview of Lesson:

- In this lesson students will learn that snacks are important to their overall intake of healthy foods.
- Choices for these “mini-meals” should center on food-group foods; however, many popular snack foods are “extras,” which have few if any nutrients.
- Students will learn how to trade “extra” foods for food-group foods as snacks.

Student Objectives:

1. Tell why it is important to choose snacks from food-group foods.
2. Distinguish between food-group snacks and “extras” foods as snacks.

 *Highlights a student objectives concept.*

Level of Cognition:

Cognition refers to the mental processes involved in gaining knowledge and comprehension. The *Healthy Choices, Healthy Me!* program uses the level of cognition to identify the processes being learned in each objective for each lesson.

Objective 1: Synthesis

Objective 2: Analysis

Nutrition Facts:

- A healthy snack is one that is chosen from the food groups because food-group foods provide nutrients as well as energy. Emphasis is placed on trading low-nutrient snacks (“extra” foods that may have large amounts of added fats or sugars) for nutrient-rich snacks.
- While “extra” foods can be enjoyed occasionally, they should not routinely displace food-group foods as snacks.
- Note that some popular snack items, for example flavored low-fat yogurts or milks, may have some added sugars but their rich nutrient content (calcium, vitamin D, protein) makes them a healthy choice. The same would be true of a food like peanut butter (high in fat but also a good source of protein and other nutrients).
- Snacks, or “mini-meals,” can provide up to one-quarter of the nutrients and calories children need each day.
- Some popular snack foods are often misclassified as “extras” or placed in incorrect food groups. See the following list of correct classifications:
 - Pretzels—Grains group
 - Chocolate milk—Dairy group
 - Fruit rolls—“extras”
 - Granola bars (not chocolate coated)—Grains group
 - Popcorn (plain)—Grains group

Materials: Student workbooks

Crayons and pencils

Food pictures (potato chips; chocolate candy; soft drink)

Blank construction paper, light pink

Glue

Preparation:

1. Pull out food pictures listed above plus several additional pictures of “extra” food snacks from the food pictures box.
2. Familiarize yourself with common snack foods often misclassified (as noted in Nutrition Facts on this page).
3. Cut construction paper in 4 in. x 4 in. squares, one for each student.
4. Gather materials.

Length of Lesson: 30 – 35 minutes

Anticipatory Set:

1. INTRODUCTION:

- Ask students to share when they often have snacks.
Possible answers: after school, after dinner, when watching television or doing homework, after playing outside.
- Ask students what they eat as snacks. Call on several students. Allow students to share openly without putting value (good or bad) on the snacks they chose.
- Tell students that today they are going to learn how to make healthy food choices at snack time.

Step-by-Step Procedures:

Teacher Note: This symbol  represents a key concept that should be discussed as activities are being completed.

1. Tell students that healthy snack choices are those foods from the five food groups.
 - Show students the following pictures of “extra” foods that are often considered snacks and ask them to suggest food-group foods that they could have instead.
 - potato chips
Possible answers: nuts, crackers, rice cakes, tortillas.
 - chocolate candy
Possible answers: apple, banana, graham crackers.
 - soft drink
Possible answers: orange juice, apple juice, low-fat chocolate milk.
 - Continue practice as needed with “extra” food snacks familiar to your students (cookies, fruit roll, doughnut).
2. Remind students that “extra” foods are not “bad” foods; they are often enjoyed along with food-group foods or on special occasions or sometimes as special treats.
 - Emphasize that the students cannot count on “extras” to give them the nutrients they need, like calcium from Dairy; vitamin A from Vegetables; vitamin C from Fruits; B-vitamins from Grains; and protein from Protein.
3. Remind students that choosing snacks from one of the five food groups will give them the nutrients they need to grow strong, be healthy and learn in school.

Check for Understanding:

1. Mix food pictures from all five of the food groups with pictures of “extra” foods.
 - Ask students to take out the pink response cards for the “extras.”
 - Show the food pictures one at a time to the class. Have students hold up the pink response card if the food you show is an “extras.”
 - Hand out a square of construction paper to each student and ask the students to draw an “extra” food on the paper. Give students a few minutes to complete their drawings.

- Collect the drawings. Label the poster board “extras” and glue on the drawings to make a classroom collage for the “extra” foods. Display the collage on the wall.
- Consider discussing the poster board at the beginning of the next lesson for a review.

Guided Practice:

WORKBOOK INSTRUCTIONS:

Teacher Note: You can direct the students to resource Page 30 to help them complete this lesson.

















1. Tell the students to turn to Page 17 in their student workbooks.
 - Ask the students to put a finger on the words “Choosing Food-Group Snacks.”
 - Review the directions with the students.
 - Ask the students to complete this activity on their own.
 - Tell the students that when they complete Page 17 they should turn the page and continue on Page 18.
 - When everyone is finished, check a few answers together using the answer key on this page in your teacher guide.


Lesson 6 **Choosing Food-Group Snacks**

Directions:

1. In each pair, find the snack that is from one of the food groups and fill in the correct bubble.
2. Circle the correct food group for that snack choice.

Example:

	Dairy	Vegetables	Fruits	Grains	Protein
1					
	<input checked="" type="radio"/> American cheese	<input type="radio"/> Cupcake			
	<input checked="" type="checkbox"/> Dairy	<input type="checkbox"/> Vegetables	<input type="checkbox"/> Fruits	<input type="checkbox"/> Grains	<input type="checkbox"/> Protein
2					
		<input type="radio"/> French fries		<input checked="" type="radio"/> Turkey lunch meat	
		<input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetables	<input type="checkbox"/> Fruits	<input checked="" type="checkbox"/> Protein
3					
	<input checked="" type="radio"/> Nuts	<input type="radio"/> Chips			
	<input checked="" type="checkbox"/> Dairy	<input type="checkbox"/> Vegetables	<input type="checkbox"/> Fruits	<input type="checkbox"/> Grains	<input type="checkbox"/> Protein
4					
		<input type="radio"/> Apple pie		<input checked="" type="radio"/> Carrot	
		<input type="checkbox"/> Dairy	<input checked="" type="checkbox"/> Vegetables	<input type="checkbox"/> Fruits	<input type="checkbox"/> Grains
5					
	<input type="radio"/> Cookie	<input checked="" type="radio"/> Crackers			
	<input type="checkbox"/> Dairy	<input checked="" type="checkbox"/> Grains	<input type="checkbox"/> Vegetables	<input type="checkbox"/> Fruits	<input type="checkbox"/> Protein
6					
		<input checked="" type="radio"/> Cereal		<input type="radio"/> Candy	
		<input checked="" type="checkbox"/> Grains	<input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetables	<input type="checkbox"/> Fruits
7					
	<input checked="" type="radio"/> Bagel	<input type="radio"/> Doughnut			
	<input checked="" type="checkbox"/> Grains	<input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetables	<input type="checkbox"/> Fruits	<input type="checkbox"/> Protein
8					
		<input type="radio"/> Soft drink		<input checked="" type="radio"/> Low-fat milk	
		<input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetables	<input checked="" type="checkbox"/> Dairy	<input type="checkbox"/> Fruits

17 Turn the page 

36 | LESSON 6: CHOOSING FOOD-GROUP SNACKS



Assessment:

- Tell the students to put a finger on the words “What I Learned” at the bottom of Page 18.
- Review the directions with the students and have them complete the sentence on their own. They can refer to Pages 17 and 18 or resource Page 30 for ideas and/or help with correct spelling.
- Ask a few students to share their answers with the class.

Family Homework:

- Tell students to turn to Page 19 in their student workbooks and carefully pull out the sheet that says “Family Homework.”
- Explain to students that tonight they are to complete the activity with an adult at home.
- Briefly review the components of the assignment with the students.
- Tell the students to have an adult sign their homework and return the signed sheet to class tomorrow.



9

Soft drink Berries

Dairy Vegetables Grains Protein



10

Apple pie Apple

Dairy Vegetables Grains Protein



11

Chocolate candy Low-fat chocolate milk

Dairy Vegetables Grains Protein



12

Hard-boiled egg Cupcake

Dairy Vegetables Grains Protein



13

String cheese Jelly

Dairy Vegetables Grains Protein

14

English muffin Cookie

Dairy Vegetables Grains Protein

What I Learned

Two of my favorite food-group food snacks are:


Possible answers: cheese, any fruit or vegetable, milk, chocolate milk, crackers, bagel, english muffin, cereal, turkey, peanut butter

STOP

FAMILY HOMEWORK

Lesson 6: Choosing Food-Group Snacks

Name: _____ Return by: _____



Family Activity

Dear Family,

Small stomachs sometimes need a snack to hold them over between meals. Snacks are “mini-meals” that can make up one-quarter of the nutrients children need each day. That’s why it is important to choose snacks from one of the five food groups rather than “extra” foods.











Test Me! Food-Group Snack Quiz

PARENTS

Here is a quick quiz for your child. To which food group do these snack foods belong?

Directions:

1. Read each snack food name to your child and have him/her tell you the correct food-group box for that snack. Place a check in the correct box. (Answers at the bottom of Page 20.)

SNACK FOOD	DAIRY Milk, Yogurt, Cheese	VEGETABLES	FRUITS	GRAINS Breads, Cereals, Pasta	PROTEIN Meat, Beans, Nuts	“extras” (not in a food group)
Pretzels 						
String Cheese 						
Fruit roll 						
Granola bar (not chocolate coated) 						
Carrot sticks 						
Cookies 						
Raisins 						
Soda 						
Fruit + yogurt 						
Peanut butter 						

Turn the page

Curriculum Connections:

ACTIVITY #1: ROLE PLAY

- Students will role play familiar situations in which they might choose their own snacks.
- Read aloud the example situation provided below. Have the students act out the situation and provide the ending.

AFTER-SCHOOL SNACK

For lunch, Nicolas and his sister Nancy have a taco and milk. When they get home from school, they are hungry. "Let's have a snack!" Nancy says. What does Nicolas suggest for a snack?

Answer: Nicolas suggests a food-group snack, especially a snack from the Fruits group, which would balance their lunch. He might suggest an apple, orange, peach, cereal with banana or a glass of 100 percent fruit juice.

- Create more situations on your own or ask the students to role play a situation they have made up or actually experienced.

Student Activity

Directions:

1. Trade "extra" snack foods for foods that fit into food groups.
2. Fill in the two lines below with "extra" foods from the previous page.
3. Choose a food-group food to replace the "extra" food for your snack.
4. Talk with your parent about some changes you can make at snack time to include food from one or more of the food groups.

Trade _____ for _____
("extras") (food-group food)

Trade _____ for _____
("extras") (food-group food)

Student signature: _____ Parent signature: _____


Lesson 7 Build Your Breakfast

Overview of Lesson:

- In this lesson students will learn the importance of eating a balanced breakfast every morning.
- They will learn that a healthy breakfast provides the first fuel of the day for their bodies, giving a sustained release of energy (calories) and delaying the symptoms of hunger for several hours.
- The students will learn how to choose a breakfast that is balanced using what is termed the “3 out of 5” model.

Student Objectives:

1. Explain the importance of eating breakfast every morning.
2. Select a breakfast based on the “3 out of 5” model.

 Highlights a student objectives concept.

Level of Cognition:

Cognition refers to the mental processes involved in gaining knowledge and comprehension. The *Healthy Choices, Healthy Me!* program uses the level of cognition to identify the processes being learned in each objective for each lesson.

Objective 1: Comprehension

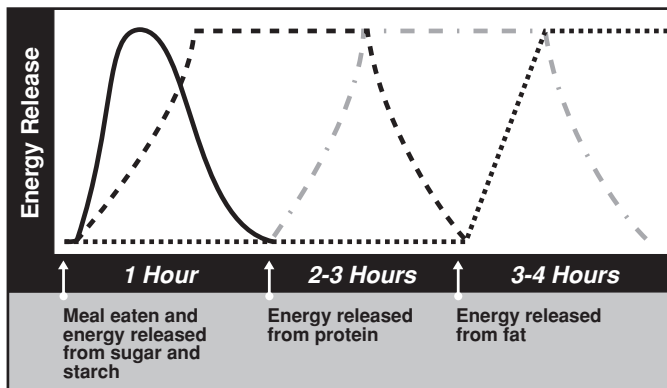
Objective 2: Application

Nutrition Facts:

- A breakfast is considered healthy and balanced if it contains foods from at least three different food groups*:
 - Grains group
 - Vegetables group OR Fruits group
 - Dairy group OR Protein group

**Aligns with the guidelines for California’s Breakfast Program Meal Pattern*

- Encouraging students to eat breakfast (whether at home or school) is one of the most important steps you can take to improve your students’ health and their ability to achieve. Classroom attention, attendance and achievement improve with breakfast.
- Breakfasts filled with sugary foods (doughnuts, fruit rolls, soda) in place of healthy foods can cause a quick rise in blood sugar and energy, but about an hour later both blood sugar and energy decline rapidly, bringing on hunger.



- Contrary to what some people believe, breakfast does not have to be a time-consuming meal to prepare. Days of breakfasts with eggs, pancakes, ham and the like are often only doable on weekends or special occasions. Quick, easy and convenient breakfasts can be pulled together in just a few minutes—to eat at home, at school or on the run.
- Breakfasts served through the school meal program are not overly loaded with fats, sugars or calories. In fact, those meals must also meet Dietary Guidelines and strict USDA regulations that ensure the meals are moderate in fat, sugar and calorie content while still providing the nutrients needed by growing children (one-quarter of their daily requirements for key nutrients).

Materials:

- Student workbooks
- Pencils or crayons
- Several food pictures from each of the food groups from food pictures box
- Poster board
- Construction paper, assorted colors of the five food groups (light blue, light green, light red, light orange, light purple)
- Glue

Preparation:

1. Review the “3 out of 5” model.
2. Pull a sampling of pictures (traditional and unusual) that could be breakfast foods.
3. Cut construction paper in 4 in. x 4 in. squares, equal numbers of each color, one for each student.
4. Gather materials for poster board activity.

Length of Lesson: 30 – 40 minutes



Anticipatory Set:

1. INTRODUCTION

- Tell students that putting a healthy breakfast together is like piecing together a puzzle. Different pieces fit together to make the whole—in this case, a healthy breakfast!
- Ask students to raise their hands if they had a serving from the Grains group for breakfast this morning. Call on two students to share their choices. Ask them to stand in the front of the room—one at the far left (group #1) and the other at the far right (group #2).
- Ask students to tap the top of their heads if they had a serving from the Vegetables group OR Fruits group. Call on two students to share their choices. Ask them to stand in the front of the room, joining the students already there—one to group #1 and the other to group #2.
- Ask students to pat their stomachs if they had a serving of Dairy OR Protein. Call on two students to share their choices. Ask them to stand in the front of the room, joining the students already there—one to group #1 and the other to group #2.
- Show students that they just created two healthy breakfasts. Ask each student in group #1 to say the foods they represent. Ask students in group #2 to do the same. Each breakfast contains foods from three different food groups that, when combined, make a healthy breakfast.
- Tell students that today they'll learn how to use this "3 out of 5" model to make healthy breakfasts using foods they like.

Step-by-Step Procedures:

Teacher Note: This symbol  represents a key concept that should be discussed as activities are being completed.

-  1. Explain to students that it is important to eat breakfast as a healthy start every day.
 - Breakfast means "to break a fast" that they had while sleeping. When they wake, their bodies have used up the energy from the foods they ate the day before. Breakfast is the fuel, or energy, needed to start each new day. It provides fuel for the entire morning.
 - Explain to the students how they will feel when they've eaten a healthy breakfast (alert, attentive, able to stay on task in the classroom) compared with how they will feel when they've skipped breakfast or had an unhealthy one (drowsy, fidgety, irritable, unable to concentrate on schoolwork).
-  2. Explain to students that there are three components of a balanced breakfast, and this is called the "3 out of 5" model.
 - On the board, write the three food groupings shown below.
 - Assemble and display food pictures that demonstrate two different breakfasts using the groupings below.
 - Grains group
 - Vegetables group OR Fruits group
 - Dairy group OR Protein group

- Display several of the food pictures you selected. Ask students to name the food, the food group to which it belongs and whether it would be part of a healthy breakfast. Show some items that might be common to a particular culture but not what students might first associate with breakfast foods (rice, beans, noodles, leftover pizza).
 - Ask a few students to come to the front and "assemble" a healthy breakfast from the food pictures you've pulled. When they have combinations that they think make healthy breakfasts, have them share with the class. Have the class decide if the combinations do indeed meet all of the criteria. If a combination is incorrect, ask for suggestions from the class for making it healthy.
3. Explain to students that it is important to use the three groupings of foods when they have breakfast at home with their families.
 - Engage the class in a discussion about the kinds of breakfast choices they and/or their families make each day. If some students describe breakfasts short on nutrients and/or higher in fats or sugars (toaster pastries, doughnuts, sugared cereals), ask how their families might make healthier selections in the future.

Check for Understanding:

1. Divide the students into five even groups.
 - Group #1—Grains group (orange)
 - Group #2—Vegetables group (green)
 - Group #3—Fruits group (red)
 - Group #4—Dairy group (blue)
 - Group #5—Protein group (purple)
 - Hand out squares of construction paper to each student, corresponding to the color of the assigned food group. Ask students to draw a picture of their favorite breakfast food. Give students a few minutes to complete their drawings.
 - As a class, have the students assemble several breakfast menu selections that meet the "3 out of 5" model for making a balanced breakfast. Glue the groupings to poster board. Label the poster board "Our Healthy Breakfast Menu." Display the poster on the wall.
 - Consider discussing the poster board at the beginning of the next lesson for a review.

Guided Practice:

WORKBOOK INSTRUCTIONS:

- Tell the students to turn to Page 23 in their student workbooks.
 - Ask the students to put a finger on the words “Build Your Breakfast.”
 - Review the directions with the students.
 - Ask the students to complete this activity on their own.
 - When everyone is finished, have a few students share their choices.

- Tell the students to turn to Page 24 in their student workbooks.
 - Ask the students to put a finger on the words “Build Your Breakfast.”
 - Review the directions with the students.
 - Ask the students to complete the activity on their own.
 - When everyone is finished, have a few students show and explain their drawings to the class.

Lesson 7 Build Your Breakfast

A Balanced Breakfast Includes Foods from a “3 Out Of 5” Model.

Directions:
1. Circle one or more foods in each box below to help build your balanced breakfast.

Answers will vary

GRAINS	

+

VEGETABLES	FRUITS

OR

DAIRY	PROTEIN

23 Turn the page

Build Your Breakfast

Directions:
1. Using the “3 out of 5” model, draw a balanced breakfast you may have at home.

Example:

	+		+		=	Balanced Breakfast
Grains		Vegetables OR Fruits		Dairy OR Protein		

Answers will vary

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Family Homework:

- Tell students to turn to Page 25 in their student workbooks and carefully pull out the sheet that says “Family Homework.”
- Explain to students that tonight they are to complete the activity with an adult at home.
- Briefly review the components of the assignment with the students.
- Tell the students to have an adult sign their homework and return the signed sheet to class tomorrow.


Curriculum Connections:

ACTIVITY #1: BREAKFAST TODAY AND YESTERDAY


- Have students interview an adult at home to discover what the adult ate for breakfast as a child.
- When the students return with their interviews, ask the following questions:
 - How have things changed or not changed?
 - Are there foods available today that weren't available when the adult they interviewed was a child?
 - Did people eat larger or smaller breakfasts?
- Investigate cultural differences as well.
 - What kind of traditional ethnic foods do some families eat?
- Create a simple comparison chart on the blackboard to organize the collected data.

ACTIVITY #2: POWER UP YOUR BREAKFAST

- Have your students log on to the website below to reinforce the importance of a healthy breakfast. This interactive tool will allow students to build a healthy breakfast while reinforcing the “3 out of 5” model.
- HealthyEating.org/Interactives/.



Lesson 7: Build Your Breakfast



Name: _____ Return by: _____

Family Activity

A balanced breakfast includes foods from the “3 out of 5” model. To give you energy all morning, you need to pick at least one food from each of the food groupings below:

Grains
Vegetables **OR** Fruits
Dairy **OR** Protein

Helpful Hints for Busy Parents

- **Make breakfast the last thing you do in the morning.** Children are ready to eat once they are fully awake.
- **Join your child for breakfast.** Children learn best by your positive behavior example.
- **Mix up breakfast.** Dinner fare can become breakfast food. How about leftover pizza or pasta for breakfast?
- **Keep breakfast simple.** Try quick “go-together” foods: cereal and milk, toast with peanut butter, a hard-cooked egg and bagel.

Easy breakfast ideas that include three food groupings are:

1. Cereal with milk and a piece of fruit
2. Bagel topped with peanut butter and 100 percent juice
3. Egg and cheese mixed with salsa then wrapped in a whole-wheat tortilla
4. Frozen whole-grain waffles topped with yogurt and sliced fruit

Student Activity

Directions:

1. Circle foods you would like to have at home for breakfast using the “3 out of 5” model. Try something fun and easy for your family:

Fruit: Fresh or canned	String cheese
Hard-boiled egg	Yogurt
Fruit smoothie (yogurt, fruit)	Oatmeal with applesauce
Cereal with milk and fruit	Toaster waffle with fruit or yogurt
Peanut butter & banana sandwich (bread, peanut butter and banana)	Quesadilla (cheese, tortilla) and salsa
2. Write your healthy breakfast in the “3 out of 5” box below:

++=


Balanced Breakfast

Grains

Vegetables **OR** Fruits

Dairy **OR** Protein

Student signature: _____ Parent signature: _____

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Overview of Lesson:

- In this lesson, students will learn the importance of physical activity as one of the healthy habits they should practice every day.
- They will be introduced to the concept of food as “fuel” that provides the energy needed to be physically active.
- They will learn about the amount of time they should spend “playing hard,” or engaging in physical activities that make the heart beat faster.

Student Objectives:

1. Explain why physical activity is a healthy habit.
2. Identify activities that are considered “playing hard.”
3. Choose activities they can do to play hard each day.

 Highlights a student objectives concept.

Level of Cognition:

Cognition refers to the mental processes involved in gaining knowledge and comprehension. The *Healthy Choices, Healthy Me!* program uses the level of cognition to identify the processes being learned in each objective for each lesson.

Objective 1: Comprehension

Objective 2: Knowledge

Objective 3: Application

Physical Activity/Nutrition Facts:

- “Playing hard” means doing something physical—moving muscles and getting the heart beating faster. Examples of being active are playing basketball, riding a bike, skating and swimming. Exercise helps bodies to be healthy, feel better and look better.
- Being more active means the body uses more energy—and more food is needed to provide that energy.
- Increased activity allows for expanded food choices, which can help ensure that children consume a variety of foods, providing the nutrients needed for normal growth and development.
- Children should aim to participate in at least 60 minutes of moderate-vigorous physical activity each day. Moderate-vigorous activities (walking at a fast pace, biking) make the heart beat faster.
- Being physically active does not require children to participate in organized team sports or playground activities. Many children don’t enjoy or aren’t ready for the demands of organized sporting functions. A wide variety of sports and play—both formal and informal—can provide the opportunity to get bodies moving, heart rates up and muscles working. Activities can include everyday tasks such as climbing stairs, walking the dog or helping with yard work.
- Water, while not part of the five food groups, is an important beverage to consume throughout the day for hydration. Children should be aware that water is a good beverage choice to drink in response to thirst.

Materials: Student workbooks

Pencils, colored pencils or crayons

Blank construction paper, any colors

Poster board

Scissors

Glue

Preparation:

1. Cut construction paper in 4 in. x 4 in. squares, one for each student.
2. Gather materials.

Length of Lesson: 30 – 35 minutes

Anticipatory Set:

1. INTRODUCTION



- Tell students you are going to create a list of the types of physical activities they do at home (let's call them chores) on a daily basis.
- Ask students to raise their hands and share some examples. Write these items on the board.

Possible answers: making beds, drying dishes, sweeping floors, vacuuming, helping with the gardening, walking or playing with the dog.


- Ask students to add the activities they do at home and school that are play or sports. Call on several students to share examples. Write these items on the list.
Possible answers: jumping rope, skating, playing soccer, riding a bike, playing tag, watching TV, playing video games.
- Circle some of the examples that are moderate-vigorous activities, ones that make the students' hearts beat faster and keep their bodies healthy and strong. Tell students that this is great—they are already doing many activities that help build stronger bodies.
- Tell students they are going to learn more about “playing hard” for healthy bodies in today's lesson.

Step-by-Step Procedures:

Teacher Note: This symbol  represents a key concept that should be discussed as activities are being completed.

-  1. Explain to students that “playing hard” every day is good for their bodies.
 - It moves and builds muscles, gets their hearts beating faster and helps bones grow strong.
 - Exercise helps their bodies to be healthy so they feel good and learn in school.
2. Explain to students that to be physically active they need energy. Other things also need energy, or fuel, to be active.
 - As an example, a car needs gasoline to run. Without it, the car just sits empty and doesn't move. Gasoline is the fuel, or energy, that makes the car go.
 - Growing boys and girls need fuel too. Healthy food is the fuel that makes their bodies run, play and learn in school.
3. Explain to students that playing hard is a healthy everyday habit.
 - Tell students that when they play hard they move many parts of their bodies, making their hearts beat faster and helping to keep their bodies healthy.
 -  – Explain to students that running, jumping, playing at recess and riding a bike are all playing-hard activities.
 - Brainstorm with students about the types of playing-hard activities they like to do.

Check for Understanding:

-  1. Explain to students that they are going to play a game that will help them learn about playing hard.
 - Playing hard means that they get their bodies up and moving. They are going to play a game that gets their bodies moving.
 - The name of the game is “Red Light, Green Light.” Ask students to stand next to their desks.
 - Explain to students that when you say “green light” they are going to act out their favorite way to play hard, being careful of others around them.
 - Explain to students that when you say “red light” they are going to freeze in place.
 - Play the game several times. After the last time, ask students how they feel and if they notice their hearts are beating faster.
 - Explain that when they play hard their hearts beat faster. All of their muscles, including the heart muscle, need playing-hard activities for 60 minutes every day to keep healthy and strong.
2. Hand out a square of construction paper to each student.
 - Ask the students to draw their favorite way to play hard. At the bottom, ask students to write how many minutes they need to play hard each day. Give students a few minutes to complete their drawings.
 - Collect the drawings. Label the poster board “Playing Hard” and glue on the drawings to make a classroom collage. Display the collage on the wall.
 - Consider discussing the poster board at the beginning of the next lesson for a review.

Guided Practice:

WORKBOOK INSTRUCTIONS:

1. Tell the students to turn to Page 27 in their student workbooks.
 - Ask the students to put a finger on the words “Food Gives You Energy to Play Hard!”
 - Review the directions with the students.
 - Ask the students to complete this activity on their own.
 - When everyone is finished, check a few answers together using the answer key on this page in your teacher guide.
2. Tell the students to turn to Page 28 in their student workbooks.
 - Ask the students to put a finger on the words “Playing Hard, Feeling Great!”
 - Review the directions with the students.
 - Ask the students to complete the activity on their own.
 - When everyone is finished, have a few students show and explain their drawings to the class.

Assessment:

- Tell the students to put a finger on the words “What I Learned” at the bottom of Page 28.
- Review the directions with the students and have them complete the writing prompt on their own.
- Ask a few students to share their answers with the class.

Lesson 8 Playing Hard, Feeling Great!

Food Gives You Energy to Play Hard!

Directions:

1. Draw a line from the items in the first box to the “fuel” that gives them energy in the second box.

27 Turn the page

Playing Hard, Feeling Great!

Directions:

1. Draw yourself doing your favorite playing-hard activity.

What I Learned

Directions:

1. Write a complete sentence saying what your favorite playing-hard activity is.

Possible answer:

My favorite hard-playing activity is: soccer,

basketball, jumping rope, dancing, running,

riding my bike, swimming

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Curriculum Connections:

ACTIVITY #1: WHAT TIME IS IT?

Materials needed: poster board cut into circles, with a small hole punched in the middle (one per student), construction paper, scissors, paper fastener (one per student) and markers

- Have the students make their own simple clocks.
- Pass out one poster board circle to each student.
- Have each student cut an hour and a minute hand from construction paper and attach them to the clock with a paper fastener.
- Have the students number the hours on the clock, using a marker.
- Ask students to use the clocks to keep track of time intervals each day.

Example:

- At noon, ask students to set the hands to show noon.
- Tell the students that lunch lasts for one-half hour and ask them to move the hands on their clocks to reflect the time they'll be returning to the classroom.
- Use the clocks to help students keep track of how much time they spend playing hard during the day.

ACTIVITY #2: OUR BODY PARTS

Materials needed: body part pictures cut from magazines

- What parts of the body are involved when engaging in physical activity?
- Show the pictures of the body parts that you cut from magazines and have students identify them.
- Play “Simon Says” or “Dance the Hokey Pokey.” Ask students to describe the function of different body parts during the exercise.

Example:

- What do your arms do when you run?
- What do your legs do when you make the bed?
- Do your elbows move when you play soccer?

Overview of Activity:

- This assessment, administered *after* completing the *Healthy Choices, Healthy Me!* program, will provide information about the knowledge and skills your students have acquired for selecting healthy foods, as well as making good physical-activity choices.
- The results may help you identify areas of the program that need reinforcement or review, which you might address through suggested Curriculum Connections.

Nutrition Facts:

- The program's nutrition content is consistent with the principles advanced through the Dietary Guidelines for Americans, as reflected in the USDA's *MyPlate* food icon.
- Food groupings have traditionally focused on meeting essential nutrient needs. Nutrient-rich foods from each group are encouraged, while moderating added fat and sugar consumption. Calories consumed (foods) are ideally balanced with calories expended (physical activity).
- It is important to eat many different foods from each food group every day to obtain the nutrients that bodies need.
- There are five food groups: Dairy; Vegetables; Fruits; Grains; Protein.
- "Extras" are not a separate food group. They are foods that either have very few nutrients or have more fats, sugars or calories than nutrients.
- Food groups and "extras" foods each have their own color assignment: Dairy (blue); Vegetables (green); Fruits (red); Grains (orange); Protein (purple); "extra" foods (pink).

Materials: Student workbooks
Pencils
Crayons or colored pencils

Preparation:

1. Review the Post-Assessment activity in the student workbook to ensure that you understand what students are to do and can provide clarifying instructions if necessary.
2. Gather materials.

Teacher Note: It is your choice whether or not the Post-Assessment will be a graded activity.

Length of Post-Assessment:
15 minutes

Directions:

1. Tell students that for the last few weeks they have been learning about healthy eating and playing hard. Now they are going to find out how much they have learned as a result of participating in the *Healthy Choices, Healthy Me!* program.

WORKBOOK INSTRUCTIONS:

1. Tell students to turn to Page 29 in their workbooks.
 - Explain that this exercise is very much like the one they did before the program began.
 - At the top of the page it says Post-Assessment. Ask the students to put a finger on the words “Where Does It Fit?”
 - Read the directions below these words to the students.
 - Explain that each food group in the chart is a different color. Ask students to draw a circle around each food picture, using colored crayons or pencils to match the correct food group. For example, students would use a blue crayon to draw a circle around the milk.
 - Walk around the room to monitor that students do not use the resource page in their workbooks while completing the Post-Assessment.

Closing:

1. Collect workbooks.
2. Review correct answers with students, using the answer key shown.
3. Ask students to raise their hands if they think they know more about making healthy food choices and playing hard.
4. Remind students that they now have the skills to make healthy food choices and playing-hard activity choices every day.
5. Celebrate healthy choices by congratulating students on all they have learned during the *Healthy Choices, Healthy Me!* program.

Teacher Notes:

1. Compare students' completed Post-Assessments to their Pre-Assessments to assess their gains in knowledge. You could include these student workbooks as part of the work displayed in portfolios at Open House. Workbooks could also be shared in parent conferences.
2. You can continue to reinforce healthy eating choices and playing-hard activities throughout the year by using additional resources available on your login page at HealthyEating.org.

1st Grade Post-Assessment

Where Does It Fit?

Directions:

1. Circle each food picture using a crayon that is the same color as its food group or “extras.” Use the color key below.
2. Use the color brown to circle the things you use when you play hard.
3. Put an “X” through the things that don’t help you play hard.

Dairy	Vegetables	Fruits	Grains	Protein	Physical Activity
Milk, Yogurt, Cheese			Breads, Cereals, Pasta	Meat, Beans, Nuts	

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K - 12 Curriculum



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