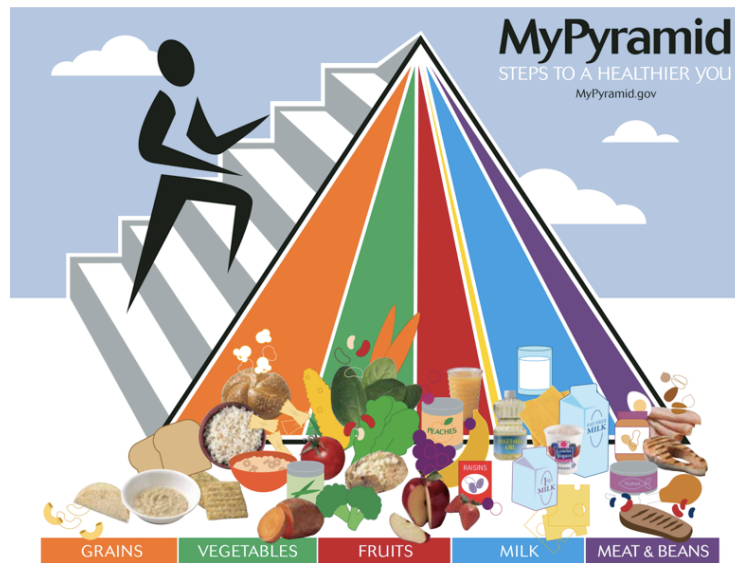


Elementary Health Education Teaching Module

Nutrition-3rd Grade



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Unit Goals

Lesson One: The 3rd grade students will understand the food pyramid, what the six food groups are and what they entail.

Lesson Two: The 3rd grade students will be able to visually and mentally know what a serving of each of the food groups looks like, what a healthy portion of food is, and how much is too much.

Lesson Three: Students will continue to make healthy food choices by choosing new fruits and vegetable they would like to try.

Students will assign food into one of the six food groups and create goals to remain healthy.

Lesson Four: Students will have tried four new vegetables and four new fruits, and then be motivated to go out and purchase these fruits and vegetables to become a part of their day-to-day diet.

Lesson Five: The 3rd grade students will be introduced to the local market and gain knowledge about where the foods come from, the prices of the different foods and the meaning of organic foods.

Lesson Six: Students will be able to create a healthy lunch, healthy snack, and create a goal as a final assessment with a 30-minute time period to complete.

“My Pyramid” Lesson 1
By: Alex Mashak/Katie Hamilton

Health Education Standard(s) and Performance Indicator(s):

Standard Five-Students will demonstrate the ability to use decision-making skills to enhance health.

5.5.5. Choose a healthy option when making a decision.

Standard Six-Students will demonstrate the ability to use goal-setting skills to enhance health.

6.5.1. Set a personal health goal and track progress towards its achievement.

Goal: The 3rd grade students will understand the food pyramid, what the six food groups are and what they entail.

Behavioral Objectives-Assessment: Using the worksheet, the students will create a food pyramid with the six food groups, including one food from each group.

Time: 30 Minutes

Integration: Science

Materials: Plastic Food Pyramid Example, “My Pyramid Worksheet,” Food Pyramid Diagram, pencil, scissors, crayons/markers

Vocabulary:

- Grains: Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.

- Fruits: Any fruit or 100% fruit juice counts as part of the fruit group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. Some commonly eaten fruits are apples, bananas, berries (strawberries, etc.), melons (cantaloupe, etc.), and nectarines (orange, etc.).

- Vegetables: Any vegetable or 100% vegetable juice counts as a member of the vegetable group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed. Vegetables are divided into five sub groups which include: Dark Green Vegetables, Orange Vegetables, Dry Beans and Peas, Starchy Vegetables, Other Vegetables.

- Milk: All fluid milk products and many foods made from milk are considered part of this food group. Foods made from milk that retain their calcium content are part of the group, while foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not. Most milk group choices should be fat-free or low-fat.

- Meats & Beans: All foods made from meat, poultry, fish, dry beans or peas, eggs, nuts, and seeds are considered part of this group. Dry beans and peas are part of this group as well as the vegetable group.

Most meat and poultry choices should be lean or low-fat. Fish, nuts, and seeds contain healthy oils, so choose these foods frequently instead of meat or poultry.

- Oils: Oils are fats that are liquid at room temperature, like the vegetable oils used in cooking. Oils come from many different plants and from fish. Some oils are used mainly as flavorings, such as walnut oil and sesame oil. Foods that are mainly oil include mayonnaise, certain salad dressings, and soft (tub or squeeze) margarine with no *trans* fats.

Procedure:

Hook: “Hello class, how many of you have heard of the Food Pyramid?” (1/2 minute)

Review: “Today we will be learning about all six of the food groups in the pyramid.” (1/2 minute)

Preview Unit: “For the next week we will be learning about Nutrition. By the end of the week you will all understand the food pyramid, six food groups, serving sizes, how to choose healthy foods over unhealthy foods, and create goals to stay healthy.” (1 minute)

Content:

Part 1: Introduction to Food Pyramid (5 Minutes)

-There are 6 food groups in the food pyramid; can anyone tell me one of the groups?

- A. Grain Group-Consists of any food made from wheat, rice, or any other grain products. Other foods that fall into the grains group that we eat a lot are: Bread, pasta, oatmeal, breakfast cereals and tortillas.
- B. Vegetable Group-Any vegetable or 100% vegetable juices fall into this group. Some examples of these are: Broccoli, lettuce, spinach, squash, carrots, pumpkin, sweet potatoes, black beans, kidney beans, soy beans, corn, green peas, potatoes, asparagus, celery, and onions.
- C. Fruit Group-Any fruit or 100% fruit juice. Examples of fruits are: Apples, Oranges, Bananas, Strawberries, raspberries, grapes, lemons, limes, watermelon, peaches, pears, pineapple.
- D. Oils Group-This group consists of oils and fats. Very small part of our diet. Examples of these are: Vegetable oil, canola oil, nuts and fish contain oils, butter, margarine and shortening.
- E. Milk Group-All fluid milk products or any milk-based products. Examples include Fat-free, low fat, reduced fat and whole milk, cheese, yogurt, puddings, ice cream.
- F. Meat & Beans Group-All foods made from meat, poultry, fish, dry beans and nuts/seeds. Examples of these are: Beef, Pork, Venison, Chicken, Turkey, Eggs, Fish, crab, shrimp, Dry beans and peas, nuts and seeds such as almonds, cashews, peanuts, peanut butter, sunflower seeds.

Part 2-Food Pyramid

Activity (15 Minutes):

1. Students will be given a blank food pyramid. They will have to color each section of the six-food groups. The students will have to color each section according to the food pyramid hanging in the front of the classroom.
2. After coloring the pyramid, the students will be in charge of labeling each appropriate group.
3. The students will then be given a scissors and a food magazine/grocery store flyer to find foods to cut out and place in each of their food groups.
4. After every student has their pyramid completed, we will discuss, as a class if the foods they have chosen are healthy choices or not. The bottom of the food pyramid has healthy tips for each group that everyone should try and cover.
5. Clean up supplies and scraps from flyers.

Part 3-My Pyramid Worksheet

Activity 2 (5 Minutes):

1. Hand out My Pyramid Worksheet to each student
2. Have students fill out what they have already eaten today
3. Instruct students to continue completing worksheet throughout the day. Ex. After snack time, after lunch, take home and finish after supper.
4. Students will bring sheet in, completed, on the next day of class.
5. At home with your parents, have students write a goal for each food group under the goal section.

Review Lesson (1 minute): To wrap up class, go around the room and have each student try and say an example from a food group you ask them. They will have their own pyramid in front of them if they need some help.

Preview Next Lesson (1 Minute): Tomorrow, we will be learning about serving sizes and what amount of food is correct to be eating at a time. A lot of us might be surprised that we are over eating!

Closing Statement (1 Minutes): “Thank you everyone for working hard today on your food pyramids, I am excited to see what goals all of you come up with on your “My Pyramid Worksheet” for tomorrows class. Have a great rest of the day!”

Modifications/Enrichment/Extension: If any students are very knowledgeable in naming the food group and can place all of my examples in the correct category, I will find more exotic fruits and vegetables along with other foods and have them try and place them in the correct food group. For the autistic student in the class, I will be sure to place them close to the front of the room to limit distractions and aid them in any part of the assignment necessary.

Home & Family Involvement: My Pyramid worksheet will be sent home with students. Guardians can help students fill out the sheet and remember the foods that were eaten the day before. Also when the student sets goals, they can show their parents and hopefully from there, the guardians can find some healthy foods the student likes and buy them at the grocery store and cook them in a meal for the family.

Extra Time Activity: The Power of Color! Generally speaking the more intense color of a food, the more nutritional value it has. Working in pairs, challenge students to make a list of the foods with the deepest hue of each color. Compare lists and write a master list on the chalkboard in front.

Resources:

National Health Education Standards PreK-12. Second Edition. American Cancer Society. 2007.

United States Department of Agriculture (2010). Inside the Pyramid. MyPyramid.gov, May 17, 2010.

Retrieved from <http://www.mypyramid.gov/pyramid/index.html>

“Serving Sizes – Food Math” Lesson 2
By: Katie Hamilton/ Alex Mashak

Health Education Standard(s) and Performance Indicator(s):

Standard One: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.3. Describe ways in which a safe and healthy school and community environment can promote personal health.

Standard Two: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.5.5. Explain how media influences thoughts, feelings, and health behaviors.

Standard Five: Students will demonstrate the ability to use decision-making skills to enhance health.

5.5.5. Chose a healthy option when making a decision.

Goal: The 3rd grade students will be able to visually and mentally know what a serving of each of the food groups looks like, what a healthy portion of food is, and how much is too much.

Behavioral Objectives-Assessment: During the lesson, the students will be able to plan a healthy meal using the correct serving sizes for each food group for a 9-year-old boy using the “Food Math” worksheet.

Time: 30 minutes

Integration: Math – addition problems used through serving sizes.

Materials: Cereal, measuring cups, cereal bowls, “Food Math” worksheet.

Vocabulary:

- Ounces: A unit of weight that is 1/16th of a pound.
- Servings: A portion of food or drink.

Procedure:

Hook: “Raise your hands if you eat cereal for breakfast? How many of you eat a lot of cereal for breakfast?” Students will share if they eat cereal for breakfast to get them thinking about serving sizes.

Review: “Last time we had class, you learned about the food pyramid. Can any of you raise your hand and tell me one of the six food groups?” I will wait until all six have been said to move on.
A) Grains, Vegetables, Fruits, Milk, Meat & Beans, Oils

Preview Lesson: Today, we will be learning about serving sizes in the six food groups, how much of each food group you are supposed to eat in a day, compare them to what you really eat and how they are at fast food, and then fill out a scenario worksheet to be able to show you have learned the right serving sizes.

(The Hook, Review, and Preview will take a total of 1-2 minutes.)

Activity:

- 1.) **Cereal Introduction:** Reference the hook on how many of the students enjoy eating cereal for breakfast and discuss how some of us eat more than others. I will ask for a volunteer to come up to the front of the class to pour themselves a bowl of cereal they would normally eat. Then I will measure out the food they had poured into a second bowl to show how many servings they really made. Then we will do the math (Ex. 100 calories X 2 servings = 200 calories) to show how many calories they really eat. (5 minutes)
- 2.) Next, I will ask questions to the class about what they can do to find out how many serving sizes is in their cereal. (Read the nutrition label.) Then I will ask what they can do to make sure they aren't having too much cereal. (Measure it out.) Next, I will also inform the students that in our *culture* it is very common to have meals when you go out-to-eat with serving sizes that are much too big. I will ask the students to make a fist and hold it high in the air. I will tell them that that is the actual size of a serving of meat; unlike half the dinner plate they may get at a restaurant. (3 minutes)
- 3.) Next, I will ask the students to tell me by raising their hands if any of them know what a serving size of fruit or vegetables looks like. I will inform the students that it is easy to know what a serving looks like, because it usually just one solid fruit or vegetable. Examples would be an apple, banana, or orange is one serving size. You need 3 servings a day of fruits, and 2 servings of vegetables. For anything that is cut up, or small like grapes, a serving size is about the size of your hand. (aka ½ a cup.) (2 minutes)
- 4.) Next, I will discuss the milk group. For dairy you need 3 servings a day, and I will ask the students to share what foods they know of that are considered dairy. (Cheese, Milk, and Yogurt.) Then I will tell them that in the case of milk, it's best to drink "skim milk" because it has 0 grams of fat, and when drinking milk a serving sizes is 8 oz, which is the same size of a milk carton at school lunch. A serving of cheese is usually two slices, or ½ cup of shredded cheese. (2 minutes)
- 5.) The last, but not least, food group is the Oils. I will explain to the students that this food group used to be called "the sweets," but was changed due to the fact there is much more butter and oil put into our foods today. Foods such as cookies, cake, ice cream, etc are made from oils and butter, which is high in fat. That is why you can only have a little bit each day. (2 minutes)
- 6.) Now that we have covered all the food groups, we will review and assess what we have learned by filling out the "Food Math" worksheet. This worksheet has a 9-year-old boy who needs help deciding what to eat for the day. There is a list of foods under each food group, and at the top a reference for how much of each serving he needs. The students will fill this worksheet out as a way to review the lesson, have a reference for the servings of food they need for a balanced diet, and also apply addition skills. (10 minutes)

Review Lesson: As a class students will be asked to volunteer, or be called on, to share what foods they gave Jason for one of the food groups. (Ex. – 1 large orange and 1 plum for daily servings of fruit.) (2 minutes)

Preview Next Lesson: I will inform the students that for the next lesson we will be taking what we have learned about the food pyramid by applying that knowledge to a relay game. (1 minute)

Closing Statement: "Today students we have learned about what serving sizes are, how much serving sizes you need for each of the six food groups, and applied that knowledge by helping out our friend Jason create a balanced diet for the day. You can refer to this worksheet so you can always know how much you need of each food group and what some examples are, and then be able to healthy decisions." (1 minute)

Modifications/Enrichment/Extension: For the student who has autism in the class, I will make sure that they are sitting close to the teacher in the front of the room so they are able to pay more attention to the visuals, rather than the back of the room with distractions. I will also provide him

with any personal help he may need when filling out the “Food Math” worksheet. For the student who has ADD, we will make sure their seating arrangement is close to the teacher, away from friends and away from the door/windows that could be distracting. For students who are enriched, instead of filling out the “Food Math” worksheet they could track their diet online to see the exact numbers of calories, grams, etc. that is in their diet, rather than a scenario worksheet. As an extension, the students could have a “Food Diary” in which they track how much servings they get from each food group for a week to gain a higher understanding of what their diets are really like. In which case, they may find they are low or high in certain areas, and can change that to provide them with a healthier lifestyle.

Home & Family Involvement: Students will be able to bring home the “Food Math” handout to share with their family and be able to discuss what a healthy diet entails. The students will also be able to discuss the cereal example in class to show they have learned what “too much” may be.

Resources:

National Health Education Standards PreK-12. Second Edition. American Cancer Society. 2007.

United States Department of Agriculture. (2010). For kids. Mypyramid.gov. May 17, 2010.
Retrieved from www.mypyramid.gov/kids/index.html.

“Pyramid Relay” Lesson 3
By: Katie Hamilton & Alex Mashak

Health Education Standard(s) and Performance Indicator(s):

Standard Three-Students will demonstrate the ability to access valid information and products and services to enhance health.

3.5.1. Identify characteristics of valid health information, products and services.

Goal: Students will continue to make healthy food choices by choosing new fruits and vegetable they would like to try.

Students will assign food into one of the six food groups and create goals to remain healthy.

Behavioral Objectives-Assessment: The students will categorize foods into the six food groups by participating in the “pyramid relay.” At the end of the lesson, the students will set a fruit and vegetable goal using the “healthier you” worksheet.

Time: 30 Minutes

Integration: Physical Education & Science

Materials: Food Note Cards, 25 Steps to a healthier you worksheet, 12 Envelopes, 2 Paper Grocery Bags

Vocabulary:

- Collard Greens: A green plant grown in the south US, in which the leaves are eaten as a vegetable.
- Papaya: A large, yellow melon-like fruit that is grown from a tropical tree, which can be eaten raw or cooked.
- Cantaloupe: A large yellow muskmelon grown in the US, Europe, and Asia.
- Zucchini Squash: A large green vegetable that is shaped like a cucumber.

- Jicama: A large root that is a tropical US plant, which can be eaten raw or cooked.

Procedure:

Hook: “Today to show what you have learned the past couple of days, we will be playing a game called Pyramid Relay.”

Review: “Raise your hand if you can name one of the 6 food groups”

A) Grains, Vegetables, Fruits, Milk, Meat & Beans, Oils

Preview Lesson: Yesterday, we learned about serving sizes and how much food we need to eat from each food group to maintain a healthy diet. Today, we are going to take what

we have learned about nutrition by putting it into a game where you will relay race to put certain foods into their matching food groups.

(1 minute total for hook, review, preview)

Activity:

- 1) Review the information we have learned so far about the food groups, what they are, and what foods go into them. We will also review the information we have learned about serving sizes and what serving sizes they need for each food group. (1 minute)
- 2) Divide the class into two teams by having them count off by two's. They will hold up one or two fingers when they call out what group they are in, so they don't forget. Then, we will have one group line up behind each of us. Next, we will tell them about the game and instructions. (1 minute)
- 3) Teacher will: Write the names of the following foods on index cards, using one card per food. Write the name of each food twice – once on one color index card, and once on the other color card. The cards will correlate to the correct number of servings for foods in each of the areas on the pyramid. You will have eleven index cards for the Bread, Cereal, Rice, and Pasta Group. The eleven food items for this group would include: brown rice, whole wheat bread, corn flakes, oatmeal, spaghetti, pita bread, lo mein noodles, barley, cracked wheat, bagel, and tortilla. The five servings in the Vegetable Group would include: carrots, potatoes, broccoli, green beans, and peas. Four servings from the Fruit Group would include: grapes, apples, kiwi fruit, and banana. Three servings from the Milk, Yogurt, and Cheese Group would include: skim milk, yogurt, and cheddar cheese. Three servings from the Meat, Poultry, Fish, Dry Beans, Eggs and Nuts Group include: beef, turkey, and cashew nuts. Foods eaten sparingly in the Fats, Oils, and Sweets Group would include: chocolate candy, cookies, and potato chips. (Done before class)
- 4) Place each set of index cards into a grocery bag. The two grocery bags will be in the front of the room. Divide the class into two teams. Team 1 and Team 2 will line up in single file. When you say “go,” the race will begin. The first student in each team will run to the bag in front of his/her line. The student will pull a card from the bag, read it, and place it in the correct envelope. (If a student cannot read a word, you may help that student.) Thus, a student who pulls *banana* will place this card in the envelope that is attached to the fruit group. When the student completes this task, she or he will run back to the line and tag the next student in line. Once the first team has finished, the other team will be given one more minute to finish what they have left. (10 minutes)
- 5) The envelopes are now checked to be sure the foods were placed in the correct food groups. The team that finished first will get 15 points and the team that finished second will be given 10 points. In addition, for each food placed in the correct envelope the team will earn 1 point. For each card placed incorrectly in the envelope, you will subtract 1 point from the team's total points. As you check each envelope, review the foods and the correct food

groups. Some foods identified are less common than other foods. Allow students to ask questions about the different kinds of foods with which they may not be as familiar. Remember to include information about the foods in the Fats, Oils, and Sweets Group. Explain that foods from this group should be eaten sparingly. (10 minutes)

- 6) After we have finished the relay students will be informed that they have now shown knowledge about the food groups and learned new foods that go with it. They will be given a “Steps to a Healthier You” worksheet in which the students will make goals to continue to eat healthy, try new fruits and vegetables, and say how/when they will. (5 minutes)

Review Lesson: “Today students we have shown all we have learned about the food pyramid, the six food groups and which foods go into them. You all have learned about what healthy foods are for each of the food groups, and made yourselves goals to becoming a ‘healthier you’ through the fruit and vegetable goal worksheet.”

Preview Next Lesson: Next time we will be participating in a “food passport” activity in which we actually try new fruits and vegetables in class to give you an idea of what you do and don’t like.

Closing Statement: You all did a great job playing the relay race! I am very proud of how much you have learned about nutrition and hope you continue to make healthy food choices.”

Modifications/Enrichment/Extension: For the student with autism, one of the teachers will help him as needed if he has troubles pulling a card or reading. For the student with ADD, they will be reminded to play the game showing respect for teammates and the opposite team, and to be on their best behavior. There are new foods in the bag that many students will be unaware of, which will accommodate for the enriched students. An extension of this activity will be the “steps to a healthier you” worksheet they fill out that encourages them to learn and try new foods.

Home & Family Involvement: Students will be able to bring home their “steps to a healthier you” worksheet and share with guardians. The guardians will be able to see which fruits and vegetables they did not circle, implying they have not tried them, and be able to go out and buy them at a grocery store for their children. Some guardians may have not tried the fruits either, so it can be a bonding experience through nutrition!

Resources:

National Health Education Standards PreK-12. Second Edition. American Cancer Society. 2007.

Meeks, L. & Heit, P. (2003.) Pyramid relay. *Totally Awesome Strategies for Teaching Health*. New York, NY. McGraw-Hill Publishing. Pages 184-185.

“Food Passport” Lesson 4
By: Katie Hamilton & Alex Mashak

Health Education Standard(s) and Performance Indicator(s):

Standard Seven – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.

Goal: Students will have tried four new vegetables and four new fruits, and then be motivated to go out and purchase these fruits and vegetables to become a part of their day-to-day diet.

Behavioral Objectives-Assessment: The students will taste test four new vegetables and four new fruits provided to them in class in order to enhance more healthy food choices in their diets.

Time: 30 minutes

Integration: Social Studies: Bring in a real passport and discuss what they are & what they entail, then relate it to the lesson in which we create a passport for food.

Materials: Baby carrots, Cucumbers, Cauliflower, Asparagus, Plum, Red Grapes, Tangerines, Kiwi, Large note cards, Smiley face/Frowny face stamps or stickers, napkins

Vocabulary: Passport: An official document that allows a person to travel under its protection to different countries.

Procedure:

Hook (2 minutes): I will present my passport to the students. We will discuss that a passport is what allows you to travel from country to country in order to experience new cultures.

Review (1 minute): We will recap the “Steps to a Healthier You” worksheet where students share which fruits and vegetables they have tried, which they haven’t tried, and what they want to try.

Preview Lesson (1 minute): I will state that like a real passport in which people experience new cultures through travel, we will have our own passport in which we experience new fruits and vegetables.

Activity (22 minutes):

The introduction will take a few minutes in which I present my own personal passport. I will ask if anyone knows what it is that I am holding or have one of his or her own. I will ask the students that do to share one country they have been too. I will share that a passport is something people need in order to travel from country-to-country so that our government knows where we are when we leave the country, and so that the new country knows which people are there to visit. I will discuss that when you go to visit a new country you get a stamp from them that shows you have been there and the date that you left. Like a real passport, today each of them will be given a “food passport” and be given a smiley face stamp if they like the what they try, a frowny face stamp if they don’t like it, and nothing at all if they don’t try it.

An example of the note card format is as follows:

	Like	Don't Like		Like	Don't Like
Cucumber	:)		Plum	:)	
Carrots	:)		Red Grapes	:)	
Cauliflower		:(Tangerines	:)	
Asparagus			Kiwi	:)	

There will be four different stations, and at each station there will be one fruit and one vegetable. Students will be required to quickly go wash hands before they start the food taste testing, and it should not take more than 2 minutes. **MAKE SURE THERE ARE NO FOOD ALLERGIES BEFORE HAND!** It is rare that a student is allergic to a fruit or vegetable, but it does happen. The permission slip handed out that must be turned in before the lesson looks as follows:

Permission Notice:

My son/daughter _____ has permission to participate in "Food Passport" where they taste test fruits and vegetables on (Date of Activity) _____. He/She is allergic to _____ and I have noted his/her physical limitations on the back of this form. During the activity, I may be reached at: Address _____ Phone _____ If I cannot be reached in the event of an emergency, the following person is authorized to act in my behalf:

Name and Address _____
Relation to participant _____ Phone _____
Additional Remarks _____

Since there is two of us teaching, we will each take half of the class and rotate to each station. The station layout will be:

- Station 1 – Cucumber and Plum.
- Station 2 – Carrot and Red Grapes
- Station 3 – Cauliflower and Tangerine
- Station 4 – Asparagus and Kiwi

At each station the fruit and vegetables should be cut up into small "bite sizes" before class. The teacher will introduce the fruit and vegetable before they are given to students to try. The teacher will place the fruit and vegetable on the students' napkin with a spoon. The teacher should ask questions before and after the taste test such as: Who knows which vegetable/fruit this is? How many have tried it before? What does it look like? What does it smell like? What does it taste like? Did you think it looked better than it tastes, or tastes better than it looks? Would you want to eat this at home?

Each station should not take more than 5 minutes. After they have tasted the fruits and vegetables the teacher will distribute a smiley face stamp or sticker on the students passports. If a

student refuses to try a fruit or vegetable then they simply won't get a stamp or sticker on their passport for that specific fruit/vegetable.

As a conclusion the students will meet up at the front of the class and we will go over what we just did. I will put the foods on the board and ask for them to raise their hands if they got a happy face for the foods I call out. Then we will look at the board to see which were the favorite and least favorite for each fruit and vegetable. I will ask for some volunteers to share which was their personal favorite and why. Next I will ask for a raise of hands for how many plan to go home and ask their guardians to go out and buy one or more of these fruits and vegetables for them to eat at home.

Review Lesson (1 minute): I will recap that we have all just tried eight fruits and vegetables today, some for the first time, and now have gained more insight on which fruits and vegetables we enjoy that we can add to our diet to keep us healthy.

Preview Next Lesson (2 minutes): I will tell the students that tomorrow we will be going on our field trip to the Winona Co-Op in which we will learn about where our local vegetables and fruits come from, the processes it takes to get them to our grocery store, and learn about organic foods.

Closing Statement (1 minute): "Students you did a great job today with being open minded and trying out some new and unfamiliar fruits and vegetables today. You were all able to make personal decisions on which fruits and vegetables you like the most, and are now able to seek these out next time you go to the grocery store that you can add to your diet at home."

Modifications/Enrichment/Extension: Students who have a food allergy will not taste test the food they are allergic to, but instead make a visual judgment alone whether they would like that food or not. A student with ADHD will be next to the teacher during this activity to make sure they don't become hyperactive in the back of group, thus losing their concentration on the lesson at hand and distracting the students around him or her. A student with autism may or may not be interested in trying these foods, so it is up to the teacher to assess whether they should try to encourage this student to eat the food. Perhaps the student may get easily frustrated, in which case the teacher should just leave that certain fruit/vegetable blank on the passport. For the enriched students they would have to locate the taste buds affected on a tongue diagram each fruit/vegetable taste. As extension the students could go a step further to see where this fruit/vegetable grows, which family it relates to, and what other fruits/vegetables it may taste similar to.

Home & Family Involvement: The students are asked to bring their food passports home to share with their parents/guardians. Here they will the students will share what they liked and what they did not like. Then they will tell their parents what they would like to have in their house to eat, and be able to go grocery shopping together for the new fruits and vegetables they can enjoy together.

Resources:

Hamilton, K. (2009) Food Passport. Winona State University, EDUC 335.

National Health Education Standards PreK-12. Second Edition. American Cancer Society. 2007.

“Winona Co-op” Lesson 5
By: Alex Mashak/Katie Hamilton

Health Education Standard(s) and Performance Indicator(s):

Standard Three- Students will demonstrate the ability to access valid information and products and services to enhance health.

3.5.2. Locate resources from home, school and community that provide valid health information

Goal: The 3rd grade students will be introduced to the local market and gain knowledge about where the foods come from, the prices of the different foods and the meaning of organic foods.

Behavioral Objectives-Assessment: The students categorize foods into the six food groups we have covered and be able to define the meaning of organic foods and what a co-op is.

Time: 1 Hour 30 Minutes

Integration: Social Studies

Materials: Permission Slip Completed

Vocabulary:

-Organic: Foods made/grown in a way that limits or excludes the use of synthetic materials during production.

-Co-op: A business organization owned and operated by a group of individuals for their mutual benefit.

Procedure:

Hook: “Today, we will be heading over to the Winona Co-op to see what foods are available and where they come from. This will introduce you new fruits and vegetables they we were not able to try when we did the Food Passport activity.” (1 Minute)

Review: “Last time, we all sampled some new fruits and vegetables in class. Today lets see if any of you can pick out the foods that we have recently tasted.” (1 Minute)

Preview Lesson: Today, we will take a tour of the Winona Co-op. In the hour that we are here we will learn all of the different places the foods come from, the prices of different foods and why they vary and also why these are healthy options that should be worked into our diets to help have a more well rounded and balance diet.” (1 Minute)

Activity: (60-70 Minutes)

1. Collect all parent permission slips before leaving the classroom.
2. Remind students of rules while they are at the Co-op.
 - a. Hands to yourselves
 - b. Do not touch food unless told to do so
 - c. No eating foods without permission
 - d. Listen and be respectful to tour guide

3. Students will load on the bus to ride down to the Winona Co-op on 2nd street. On the ride there discuss that we will be given a tour of the Co-op and that tour guide will talk about where the food come from and how many people are involved to keep the Co-op running.
4. Students will be responsible to remember 3 different fruits and vegetables they have never heard or tried.
5. When arriving back at the school, students will write a reflection about what they learned at the Co-op and why they feel it is important. Write down new foods they were introduced to and if they feel they would like them or not.
6. Collect reflections at the end of class.

Review Lesson: Review if the class had good or bad behavior on the field trip. Ask them for some feedback to see if they enjoyed the field trip and found it to be beneficial in our nutrition unit. (5 Minutes)

Preview Next Lesson: “Tomorrow, to wrap up our nutrition unit we will be all making nutrition mobiles that we can hang from the ceilings. We will see how much we learned in the past week and how affective your goals have been in your eating habits.” (1 Minute)

Closing Statement: “Thanks everyone for being respectful while out in the community. Tomorrow will be a fun day to show what you have all learned throughout our Nutrition unit.” (1 Minute)

Modifications/Enrichment/Extension: Make sure the student with ADHD stays close to the teacher at all times and remains respectful when others are speaking. Invite guardian of student ADHD or student with autism to come along on the field trip.

Home & Family Involvement: Students can inform their guardians about the Winona Co-op. They can share what they learned and the availability of such a large variety of fruits, vegetables and other foods. Invite guardian to come along on field trip to Co-op.

Resources:

Bluff Country Co-op (2010). Eat Local America, May 24, 2010. Retrieved from <http://www.bluff.coop/>

“Nutrition Mobile” Lesson 6
By: Katie Hamilton and Alex Mashak

Health Education Standard(s) and Performance Indicator(s):

Standard Seven- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.2. Demonstrate a variety of healthy practices and behaviors o maintain or improve personal health.

7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.

Goal: Students will be able to create a healthy lunch, healthy snack, and create a goal as a final assessment with a 30-minute time period to complete.

Behavioral Objectives-Assessment: The students will create a nutrition mobile in which they show knowledge of the five main food groups, health food choices, and serving sizes in a thirty-minute time frame from what they have learned the past week.

Time: 35 minutes

Integration: Math (serving sizes); Art (creating a mobile).

Materials: Paper plates, markers, pen, stapler, string, single-hole punch.

Vocabulary: Mobile – A sculpture craft that is created to hang from the ceiling.

Procedure:

Hook (1 minute): “Today you will be tested on your knowledge about what we have learned this past week on nutrition through creating a nutrition mobile.”

Review (1 minute): “The past week we have learned about the food pyramid, the six food groups, servings sizes you need for each food group, new fruits and vegetables have been taste tested, we have learned where to go for our own local Co-Op and where our foods come from, and you have given yourselves personal goals on how to continue to eat healthy.”

Preview Lesson (1 minute): “Today we will be creating a food mobile as your final project and a large part of your grade. You will be given three paper plates. The paper plates will involve one healthy lunch, one healthy snack, and one goal.”

Activity (30 minutes): On the first paper plate the students will create a healthy lunch that involves a healthy portion size of each of the five main food groups. The students will draw the food, then write in the middle what the serving size is. Each five main food group food of choice and its correct serving size is worth 5 points. That’s a total of 25 points for the first plate. The second plate the students will draw in a healthy snack and the serving size written in the middle. This plate will be worth 5 points. On the final plate the students will write one goal involving nutrition. It could be a goal involving trying out new fruits and vegetables, a goal involving serving sizes, a goal involving ways to stay healthy when it comes to what you eat, etc. Then the students will staple the three together in a pyramid shape, and they will be hung up above their desks.

Review Lesson (1 minute): I will recap that the students were able to create a healthy lunch and healthy snack using their knowledge about the food pyramid and the five main food groups and what we have learned about serving sizes. I will recap that the students also created a goal that they will continue to make in order to stay healthy.

Closing Statement (1 minute): Once the thirty minutes are up, I will discuss how important it is to eat healthy. I will say that when you eat the right kind of foods, and the right amount, our bodies are more likely to stay fit, we feel better about ourselves physically and emotionally, we are able to focus more mentally, and will live longer. Eating the right kind of foods also prevents major diseases in our old age such as osteoporosis (drinking milk), heart disease (less fatty foods), and cancer (more vitamins = healthier immune system.)

Modifications/Enrichment/Extension: For the students who complete this assignment easily, I will have them come up with multiple goals to try and reach and have them report back to me later in the year to see if they have reached any or all of their goals. For the student with ADHD I will make sure to have student help with the mobile and as the teacher I will make sure the student stays on task while working on this assessment activity.

Home & Family Involvement: After project has been completed and has been hung in the room the students will take mobile home after parent-teacher conferences. From here the teacher will have the opportunity to discuss the nutrition unit with the students guardians. Sharing the students nutritional goals with them will hopefully increases the likelihood of the guardian helping the student meet their goals.

Resources:

National Health Education Standards PreK-12. Second Edition. American Cancer Society. 2007.

Materials & Supplies

Lesson 1:

Plastic Food Pyramid Example

“My Pyramid Worksheet”

Food Pyramid Diagram

Pencil

Scissors

Crayons/Markers

Lesson 2:

Cereal

Measuring cups

Cereal Bowls

“Food Math Worksheet”

Lesson 3:

Food Note Cards

“Steps to a Healthier You Worksheet”

12 Envelopes

2 Paper Grocery Bags

Lesson 4:

Baby Carrots

Cucumbers

Cauliflower

Asparagus

Plum

Red Grapes

Tangerines

Kiwi

Lesson 5:

Permission Slip Completed

Lesson 6:

Paper plates

Markers

Pen

Stapler

String

Single-hole punch

Description

In our unit we teach nutrition to help our students better understand the benefits of each type of food and the roles they play in their day-to-day lives. Our unit teaches the students about the food pyramid and how foods are either grouped together or separate. We also teach students about serving sizes through an integrated math lesson in which they are asked to assign a boy their age certain foods for the day. These foods will add up to the amount of servings he needs in each food group to maintain a healthy diet. Students will try new fruits and vegetables during this unit in order to discover what types they enjoy. We will be doing this through a “food passport” activity where they get stamps for each fruit and vegetable they try in class, and also during a field trip to the local co-op. On our final assessment, students will be given three paper plates in which they are asked to put a healthy lunch on one plate, healthy snack on the second, and one goal on the last. They will be hung up above the desks by the ceiling so they have a reminder of what their goal is, and to continue to seek and maintain that goal.

National Health Education Standards

Lesson 1: Standard Five-Students will demonstrate the ability to use decision-making skills to enhance health.

5.5.5. Choose a healthy option when making a decision.

Standard Six-Students will demonstrate the ability to use goal-setting skills to enhance health.

6.5.1. Set a personal health goal and track progress towards its achievement.

Lesson 2:

Standard One- Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.3. Describe ways in which a safe and healthy school and community environment can promote personal health.

Standard Two- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.5.5. Explain how media influences thoughts, feelings, and health behaviors.

Standard Five- Students will demonstrate the ability to use decision-making skills to enhance health.

5.5.5. Chosse a healthy option when making a decision.

Lesson 3:

Standard Three- Students will demonstrate the ability to access valid information and products and services to enhance health.

3.5.1. Identify characteristics of valid health information, products and services.

Lesson 4:

Standard Seven– Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.

Lesson 5:

Standard Three- Students will demonstrate the ability to access valid information and products and services to enhance health.

3.5.2. Locate resources from home, school and community that provide valid health information

Lesson 6:

Standard Seven- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.2. Demonstrate a variety of healthy practices and behaviors o maintain or improve personal health.

7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.

_____ Elementary School

As parent/guardian of _____ (student's name), I hereby request that he/she accompany his/her group to _____ Winona Co-op _____, leaving school at ___ 9:30 ___ and returning to school at approximately ___ 11:00 ___ on ___ Date _____. I understand that students taking this trip will be accompanied by a teacher from the school and that every precaution shall be taken to safeguard the welfare of students while on the trip, but that the school cannot be held responsible in the event of any accident or injury occurring while on such a trip.

(Parent/Guardian's Signature)

(Date)

References

Bluff Country Co-op (2010). Eat Local America, May 24, 2010. Retrieved from
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Vocabulary List

Lesson One:

- Grains: Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.

- Fruits: Any fruit or 100% fruit juice counts as part of the fruit group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. Some commonly eaten fruits are apples, bananas, berries (strawberries, etc.), melons (cantaloupe, etc.), and nectarines (orange, etc.).

- Vegetables: Any vegetable or 100% vegetable juice counts as a member of the vegetable group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed. Vegetables are divided into five sub groups which include: Dark Green Vegetables, Orange Vegetables, Dry Beans and Peas, Starchy Vegetables, Other Vegetables.

- Milk: All fluid milk products and many foods made from milk are considered part of this food group. Foods made from milk that retain their calcium content are part of the group, while foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not. Most milk group choices should be fat-free or low-fat.

- Meats & Beans: All foods made from meat, poultry, fish, dry beans or peas, eggs, nuts, and seeds are considered part of this group. Dry beans and peas are part of this group as well as the vegetable group.

Most meat and poultry choices should be lean or low-fat. Fish, nuts, and seeds contain healthy oils, so choose these foods frequently instead of meat or poultry.

- Oils: Oils are fats that are liquid at room temperature, like the vegetable oils used in cooking. Oils come from many different plants and from fish. Some oils are used mainly as flavorings, such as walnut oil and sesame oil. Foods that are mainly oil include mayonnaise, certain salad dressings, and soft (tub or squeeze) margarine with no *trans* fats.

Lesson Two:

-Ounces: A unit of weight that is 1/16th of a pound.

-Servings: A portion of food or drink.

Lesson Three:

-Collard Greens: A green plant grown in the south US, in which the leaves are eaten as a vegetable.

-Papaya: A large, yellow melon-like fruit that is grown from a tropical tree, which can be eaten raw or cooked.

-Cantaloupe: A large yellow muskmelon grown in the US, Europe, and Asia.

-Zucchini Squash: A large green vegetable that is shaped like a cucumber.

-Jicama: A large root that is a tropical US plant, which can be eaten raw or cooked.

Lesson Four:

-Passport: An official document that allows a person to travel under its protection to different countries.

Lesson Five:

-Organic: Foods made/grown in a way that limits or excludes the use of synthetic materials during production.

-Co-op: A business organization owned and operated by a group of individuals for their mutual benefit.

Lesson Six:







-Mobile: A sculpture craft that is created to hang from the ceiling.

MyPyramid Worksheet

Name: _____

MyPyramid FOR KIDS

Check how you did yesterday and set a goal to aim for tomorrow

Write In Your Choices From Yesterday	Food and Activity	Tip	Goal (Based On a 1800 Calorie Pattern)	List Each Food Choice In Its Food Group*	Estimate Your Total
Breakfast: _____ _____ _____	Grains 	Make at least half your grains whole grains.	6 ounce equivalents (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or 1/2 cup cooked rice, pasta, or cereal)		____ ounce equivalents
Lunch: _____ _____ _____	Vegetables 	Color your plate with all kinds of great tasting veggies.	2 1/2 cups (Choose from dark green, orange, starchy, dry beans and peas, or other veggies).		____ cups
Snack: _____ _____	Fruits 	Make most choices fruit, not juice.	1 1/2 cups		____ cups
Dinner: _____ _____ _____	Milk 	Choose fat-free or lowfat most often.	3 cups (1 cup yogurt or 1 1/2 ounces cheese = 1 cup milk)		____ cups
Physical activity: _____ _____ _____	Meat and Beans 	Choose lean meat and chicken or turkey. Vary your choices—more fish, beans, peas, nuts, and seeds.	5 ounce equivalents (1 ounce equivalent is 1 ounce meat, chicken or turkey, or fish, 1 egg, 1 T. peanut butter, 1/2 ounce nuts, or 1/4 cup dry beans)		____ ounce equivalents
	Physical Activity 	Build more physical activity into your daily routine at home and school.	At least 60 minutes of moderate to vigorous activity a day or most days.		____ minutes

* Some foods don't fit into any group. These "extras" may be mainly fat or sugar—limit your intake of these.

How did you do yesterday? Great So-So Not So Great

My food goal for tomorrow is: _____

My activity goal for tomorrow is: _____





MyPyramid

Eat Right. Exercise. Have Fun.

MyPyramid.gov

