First COURSE

LESSONS 1, 2, & 3

Main Ingredients

Lessons:

October
Lesson 1 (40 min) - First Taste

November
Lesson 2 (30 min) - Digging In

December
Lesson 3 (40 min) - Digesting It All

Materials:

October

- Tomato *Harvest of the Month* student handouts
- ***MyPlate at Home*** parent handouts

November

- Apples *Harvest of the Month* student handouts

December

- **MyPlate, MySelf** student worksheets
- Citrus *Harvest of the Month* student handouts

Essential Question:

What choices can you make that help you stay healthy?

Subject Connections:

English Language Arts, Science, Health

We Are What We Eat

What's Cooking?

In the first three lessons, students are introduced to ***MyPlate*** and the importance of eating foods from the five food groups. Through interactive and engaging lessons that meet curriculum standards in English Language Arts, Science, and Health, students will be introduced to the 5 food groups, explore the vegetables subgroups and discuss differences between whole grains and refined grains.

Learning Objectives:

Students will be able to...

- Identify the 5 main food groups and name a variety of nutrition examples of food in each.
- Explain how ***MyPlate*** serves as a reminder for how to eat a healthier meal.
- Create and describe a healthy meal containing a food from each food group.
- Discuss the importance of physical activity as a part of a healthy lifestyle.

October: Lesson 1 *First Taste* 40 minutes

1. Begin the lesson by asking students to close their eyes and think about their favorite meal or dish. Encourage them to think about the taste, texture, and colors of their favorite meal. Invite students to share and brainstorm descriptive words to use when talking about food. *(For example: Texture - soft, chewy, crunchy; Taste - sweet, sour, spicy; Feeling - comforting, happy, warm)* **List these words on the board.**

2. Give students **10-15 minutes** to write about their favorite meal in their notebooks. Ask them to answer the following questions:

- **What is your favorite meal? Does it have a name?**
- **What specific foods and beverages are part of your favorite meal?**
- **Why is it your favorite meal?** *(Prompts: Is there a specific memory around the meal, when it is served, or who prepared it?)*
- **How would you describe it to someone?** *(Prompts: Can you think of 10 or more words that describe your favorite meal? Think about the taste, what it looks like, and the colors it has, the texture, the feeling you get when you eat the meal.)*

3. When students are finished, invite volunteers to share their favorite meals and answer the questions.

4. Next, ask students what they think it means to be healthy. What does one need to eat to be healthy? *(Accept all answers at this stage. Students will likely mention that it is important to eat fruits and vegetables.)* Explain to students that eating fruits and vegetables every day is important for healthy eating. Fruits and vegetables represent **2** important food groups, out of **5**. Do students know what the other food groups are? *(Accept all answers)*.

5. Display the ***MyPlate*** poster. Explain that this icon shows the 5 different food groups: **Fruits**, **Vegetables**, **Grains**, **Protein**, and **Dairy**, and serves as a visual reminder to eat foods from all 5 food groups. By eating a variety of foods from each of the food groups, we can make sure we are feeding our bodies what we need to have energy, play hard, learn, grow, and stay healthy.

6. Explain that the Vegetable Group has 5 subgroups: **Dark-Green, Red and Orange, Bean and Peas, Starchy,** and **Other**. Eating vegetables from all of the subgroups help us get different kinds of nutrients - and also makes eating more interesting and fun. Most Americans need to eat more dark green, red, and orange vegetables, and beans and peas. Can students think of some vegetables from these subgroups that they like? Are there any that are served on the school lunch menu?

7. The **Grain** Group is also divided into 2 subgroups. But first, what is a grain? 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.

8. The 2 subgroups of the Grain Group are **Whole Grains** and **Refined Grains**. Whole grains contain the entire grain kernel: the bran, germ, and endosperm. Whole grains include foods such as 100% whole-wheat bread, brown rice, oatmeal, popcorn, whole-wheat tortillas, and whole-grain cereal. Refined grains have been sent through a mill to remove the bran and germ of the grain. This process also removes some nutrients we need for good health. ***MyPlate*** encourages us to replace some of the refined grains we eat with whole grains, so that at least half of the grains we eat are whole grains.

Featured Harvest of the Month: Tomatoes!

November: Lesson 2 *Digging In* 30 minutes

MyPlate Quiz Show

1. Next, your class will play a game, much like a quiz show, to learn about ***MyPlate*** and healthy habits. Divide students into teams of 5. Explain that they will play a game where both teams are asked questions. Teams may have 30 seconds to discuss their answer before they must share it. If needed, they may use a pen and paper for longer questions. The team that answers the question correctly will gain a point. If all teams are correct, they all gain a point.

2. Use the questions down below to get started. Tell your students that there are some trick questions as well as bonus points to be gained in the game! The questions start off easy and get more challenging as they go on. Play as long as you want, until you run out of questions, or to a certain number of points. Some answers may vary. (Add to the list and make us your own questions.) Visit **http://www.chooseMyPlate.gov** for more ideas.

a. How much of your plate at meals should be fruits and vegetables? *(Half)*
b. What food groups does a beef taco fit into? *(Protein: ground meat; Vegetable: lettuce, tomato; Grain: tortilla/taco shell; Dairy: cheese)*
c. Shrimp belongs to what food group: *(Protein)*
d. Yogurt belongs to what food group? *(Dairy)*
e. Beans and peas are special. They belongs to two food groups. What are they? *(Vegetables and Protein)*
f. 100% orange juice is part of what food group? *(Fruits)*
g. At least 60 minutes of _____is recommended each day for a healthy lifestyle. *(Physical Activity)*
h. Cream cheese is part of what food group? ***(TRICK!*** *It's not part of any food group. Cream cheese is mostly fat. It does not contain enough nutrients to be part of the Dairy Group.)*
i. Provide 2 examples of a whole-grain food. *(Answers can vary, e.g., brown rice, whole-wheat bread/pasta/ tortilla/crackers, oatmeal, buckwheat, quinoa, popcorn)*
j. Water is part of what food group? ***(TRICK!*** *It's not part of any food group. But it is an essential nutrient, and some fruits and vegetables, like cucumber, celery, apple, orange, tomato, and watermelon, have high water content.)*
k. Dark-Green, Starchy, Red and Orange, Beans and Peas - these are subgroups of foods in what food group? *(Vegetable)*
l. What is a whole-grain alternative to white rice? *(Brown rice)*
m. A Hawaiian pizza, with pineapple and ham as toppings, belongs to what food group? **BONUS! 2 points** *(All five! Fruit: pineapple; Vegetable: tomato sauce; Protein: ham; Dairy: cheese; Grain: crust.)*
n. Kale is an example of a ____. *(Vegetable; specifically a dark-green vegetables)*
o. Which of the following are examples of physical activity? Jumping rope, playing soccer, taking a walk, raking leaves, yoga, dancing, and sleeping. *(All except sleeping)*
p. Name five vegetables beginning with the same letter. **BONUS 5 points** *(Answers can vary, e.g. carrot, celery,collard greens, corn, cassava, cabbage, cauliflower.)*
q. (1) What food groups are missing from this meal: Fish, beans, broccoli, milk? *(Grain, Fruit)*
(2) Name 2 options from each missing food group. **BONUS 2 points** (Answers can vary, e.g., 100% orange juice, mango brown rice, whole-wheat pasta.)
r. Walnuts, almonds, and peanuts are examples of what, and all belong to what food group? **BONUS 2 points** *(Nuts, Protein Foods)*
s. Which of the following is not a whole grain? Oatmeal, shredded wheat, whole-wheat toast, corn flakes? *(Corn flakes)*
t. Identify 4 types of beans that are Protein Foods. *(Answers can vary, e.g. black, kidney, soy, pinto, navy)*

Featured Harvest of the Month: Apples!

December: Lesson 3 *Digesting It All* 30 minutes

1. As a final activity, students will create a healthy 5-day dinner meal plan including a variety of foods from each food group, using ***MyPlate*** as a guide. Remind students that their meals can include more than one food group in an entrée or main dish, such as stir-fry, soup, salad, or sandwich.

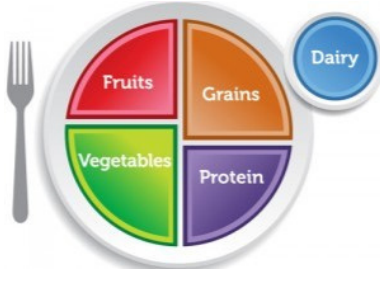
- At least half of their grains must be whole grains.
- Use at least one food from the Beans and Peas subgroup.
- Use at least one vegetable from the Dark-Green Vegetable subgroup.
- Use a variety of proteins. Each protein food may be used only once.

2. The second part of their task is to create a physical activity plan. How can they be active for at least 60 minutes a day? Their plan must include a variety of activities that they can do on their own, with friends or on a team, or with their family.

3. Finally, they need to set one ***MyPlate*** goal for themselves. What would they like to accomplish? More physical activity? Trying new foods? Have students share their plans with a partner.

Featured Harvest of the Month: Citrus!

Pick up your Harvest kit from the cafeteria!



Main Ingredients

Lessons:

January
Lesson 4 (30 min) - First Taste

February
Lesson 5 (30 min) - Digging In

March
Lesson 6 (30 min) - Digesting It All

Materials:

January

- ***Nutrient Knowledge*** student worksheets
- Carrots *Harvest of the Month* student handouts

February

- Index cards
- Dry Beans *Harvest of the Month* student handouts

March

- Salad Greens *Harvest of the Month* student handouts

Essential Question

Why is it important to eat a variety of foods from all food groups?

Subject Connections

English Language Arts, Math, Health Science

You Be the Chef

What's Cooking?

In this lesson, students will explore the concepts of nutrients in foods. Utilizing a range of engaging learning activities that meet curriculum standards in English Language Arts, Science, Health, and Math, students will learn how nutrients affect how they look and feel and can help them do what they need and want to do, better.

Learning Objectives:

Students will be able to...

- Identify the 6 main nutrients and a variety of foods that contain them.
- Explain how nutrients help us grow and stay healthy.
- Apply knowledge of healthy foods and food groups to create a healthy meal or snack.

January: Lesson 4 *First Taste* 30 minutes

1. Begin this lesson by asking students to think about and then write down their definition of a "healthy" food. Ask them how they think "healthy" foods can benefit them. *(List their answers on the board.)* Ask students what it is about these foods that they think makes them "healthy." *(Accept all answers.)*

2. Explain that a nutrient is something found in foods that helps us grow and stay healthy. Different nutrients do different things for our bodies and help us be healthy. Nutrients give us energy, build our muscles, and strengthen and grow our bones.

3. Foods are categorized into the different food groups based upon the nutrients they contain and the ways we normally eat them. Eating different foods from all 5 food groups helps us get all of the nutrients we need to grow, play hard, and be healthy.

4. Can anyone name a nutrient? Explain to students that there are 6 main categories of nutrients. Write the names of the following 6 main nutrients on the board: carbohydrates, proteins, fats, vitamins, minerals, water.

5. Have students create a KWL chart in their notebooks. (What do I **K**now? What do I **W**ant to know? What have I **L**earned?) Allow time for students to write down what they **Know** about these nutrients, and what they **Want** to know. Then invite volunteers to share with the class.

6. Next, hand out the ***Nutrient Knowledge*** handout to all students. Explain that this chart is a good way to help students remember the 6 main nutrients, along with important vitamins and minerals, and understand what they can do to help students look and feel their best, and in what food groups these nutrients can be found. Students will use this chart as a reference throughout the lesson.

Featured Harvest of the Month: Carrots!

February: Lesson 5 Digging In 30 minutes

Power Up Poetry

1. Divide your class by asking students to count off in fives. Students should gather in their groups according to their number. Explain that, for this activity, each group will need to work together, using what they've already learned about nutrition and healthy behavior, along with their creative language skills and vocabulary, to create short phrases. Distribute index cards so that every student has at least 3-4 cards. First have students write their designated group number on one side of each card. Then, give students time to generate their phrases and write one per card.

- **Ones** will need to write a short, creative sentence or phrase about what they need and like to do each day (at home, at school, at play). For example: *Complete my social studies project; Rehearse my play; Practice my dance routine; Run five laps during soccer practice.*
- **Twos** will identify a nutrient (e.g., carbohydrates, protein, fats, water, vitamins, or minerals) and what it does for the body. For example, carbohydrates, protein, fats, water, vitamins, or minerals) and what it does for the body. For example, carbohydrates give me energy to play hard. For vitamins and minerals, students can list a specific vitamin (e.g., Vitamin C, Vitamin A) or mineral (e.g. calcium) and how it helps the body. For example: *Vitamin A helps me see at night; Calcium helps my bones stay strong.*
- **Threes** will provide one example per card of foods from each of the five food groups. They will add a descriptive word or adjective to each food item. They must be sure to represent each food group at least once. For example: *(Dairy) ice-cold milk, creamy yogurt, yummy yogurt pops, melted cheese; (Vegetables) crunchy carrots, crisp lettuce greens, juicy tomatoes, creamy hummus chickpea dip.*
- **Fours** are challenged to come up with a creative phrases describing an eating occasion. For example: *"In-the-Car Breakfast," "Power Lunch," or "Sports Snack"*
- **Fives** are challenged to come up with how and where they can get a variety of foods from a food group. For example: *In the school cafeteria, asking Mom or Dad, grow it in a garden, fish it out of the sea, buy it in the supermarket.*

Give groups enough time to work on their phrases, so that each student completes at least 3 index cards.

2. Once they are done, collect all the cards, keeping them in their numbered categories so that there are 5 decks. Next, regroup students so that each group has someone from groups 1, 2, 3, 4, and 5. Ask each student to pull one card from each deck of cards (or more if you have left over). Explain that teams now have the challenge to create a ***Power Poem*** - a poem explaining how eating a variety of foods can be fun, and provide they nutrients they need to eat smart and play hard. Groups must use all the cards they have chosen, but they can add or repeat words.

Challenge: Tell your students that not all of the phrases selected may work accurately with a particular nutrient or food group. For example, protein is not a nutrient found in crisp lettuce. Let them know that they may trade phrases with other teams to revise their poems to be accurate.

3. Give teams 10-15 minutes to create a healthy ***Power Poem***, then have then present it to the rest of the class. Let each group explain its message and understanding. You may want to display these power poems in the cafeteria on a poster or bulletin board titled ***MyPlate Power Poems***. (Poems will vary. For example: From the store, I get thin-sliced turkey. It's a great on-the-go nibble that builds my muscles so I can ride my bike.)

Featured Harvest of the Month: Dry Beans!

March: Lesson 6 Digesting It All 30 minutes

1. As a summative assessment, students will create projects to "show what they know" and spread the word about how eating foods from all 5 food groups helps them get all the nutrients they need to play hard, be healthy, and grow. Divide students into small groups (3-4 students). Students should use their ***Nutrient Knowledge*** handout as a guide. First, they need to identify an audience and age group with whom they would like to share their information. Next, they will need to decide how best to communicate their message. Suggest different project ideas, and let students choose from the following:

- Create a billboard, magazine ad, or brochure to visually communicate information about a food group and the nutrients it provides. Encourage students to think about what catches their eye. They should think about imagery, color, and lettering.
- Create a news program to spread the word about why it's important to make half of your plate fruits and vegetables. Encourage students to use descriptive words. They will want to think about how to present information in a way that will catch viewers' attention.
- Write a song or rap to teach others about the different types of foods in the Protein Foods Group and why its important to eat from this group. Include a message that encourages people to choose seafood (fish or shellfish) or beans and peas instead of meat at some meals. Students may want to use various instruments or improvise their own.
- Survey the class or peers at school to determine what whole grains they've eaten, then graph the results. Students should think about how they explain to their peers the difference between whole grains and refined grains, as well as why it's important to eat more whole grains.

2. Give students a full class period to explain their project ideas to their peers, and another class period to present them.

Featured Harvest of the Month: Salad Greens!

Third COURSE

LESSONS 7, 8, & 9

Main Ingredients

Lessons:

April
Lesson 7 (30 min) - First Taste

May
Lesson 8 (30 min) - Digging In

June
Lesson 9 (30 min) - Digesting It All

Materials:

April

- Asparagus *Harvest of the Month* student handouts

May

- HOTM 2.0 Post Surveys!
- ***Nutrition Label Comparison*** student worksheets
- Berries *Harvest of the Month* student handouts

June

- ***Ad Awareness*** student worksheets

Essential Question:

What are "sometimes" foods? Why are they called that? What can I eat instead?

Subject Connections

English Language Arts, Math, Health Science

The Science of "Sometimes" Foods

What's Cooking?

In this lesson, students develop the skills needed to compare and evaluate foods and beverages in order to make healthful choices. Through label reading and decision-making activities, which meet curriculum standards for English Language Arts, Science, and Health, students will practice choosing foods lower in solid fats, sodium, and added sugars.

Learning Objectives:

Students will be able to...

- Identify ways to limit the consumption of solid fats, added sugars, and sodium.
- Read, compare, and analyze *Nutrition Facts* labels to determine which snack is a healthier alternative.
- Summarize the benefits of limiting the consumption of solid fats, added sugars, and sodium.

April: Lesson 7 *First Taste* 30 minutes

Food Assumptions:

1. Preparation: Set up 6 packages of food on a table or against a wall. Number each package 1-6. Five out of the six should contain something other than what they advertise. *(For example: Macaroni shells in a cereal box, beans in an empty milk carton, sugar in a pasta box, water in a soda bottle. Something that could remain the same would be a canned food like tuna or corn. You don't need to use beads, tissues, pencils, and other objects in empty containers. Use packaging that you have, as long as it is labeled and you can's see the contents from the outside.)*

2. Begin by telling students that their first activity will be an easy test. Hand out a piece of paper and a pencil. Give them the following directions, and repeat them if anyone questions the purpose of the test:

- **Please write down, in order, the content of each container.**
- **There will be no talking until everyone is done with this test.**

3. After students have finished, check his or her answers by opening up each container on at a time and showing what is actually inside. Ask students why they answered they way they did. Explain that we all make assumptions, or quick guesses, based on information that we receive right away. Our assumptions, however, are not always correct. *(One container should have the correct contents inside to show that sometimes we make the right assumption.)*

4. Start a discussion with students on how they make decisions about what to eat. What factors do they consider? Do they decide by taste? How food looks? How it smells? What makes them willing to try something new? *(Accept all answers.)* Explain that people generally like to eat foods that taste good. But how do we know what is in the foods we eat? How do we know that a muffin has carrots in it, or soup has vegetable broth? Is there a way to figure out what is in food, aside from tasting it? And why is it important to know what's inside our food? *(Answers may vary, but we need to know a food's ingredients so that we can make healthier decisions. The Nutrition Facts label and ingredients list on packaged food items provide information about the food's contents and nutrients.)*

5. Explain that there are some foods that have "hidden" ingredients which we should eat less often, or in smaller amounts. Ask students whether they can think of any foods that we should eat only sometimes, and why? *(Accept all answers.)* Health experts recommend we eat foods that are lower in solid fats, sodium (salt), and added sugars. Ask students why eating too many foods high in solid fats, added sugar, and sodium (salt) is not good for the body. Filling up on these foods means they probably are not getting enough of the other healthier food choices in the five food groups - all of the nutrients they need to grow, learn, play, and be healthy. Eating too many foods that are high in solid fats and added sugars also makes it harder to stay at a healthy weight. Too much sodium (salt) or eating foods that are high in added sugars can cause tooth decay, which can lead to cavities.

Featured Harvest of the Month: Asparagus!

May: Lesson 8 *Digging In* 30 minutes

1. Now that students know why it's important to eat healthy foods from each food group and limit foods that are high in solid fats, sodium, and added sugars, ask students if they have any ideas on how they can make better choices. Accept all answers. If no one suggests reading the food packaging ingredients list or **Nutrition Facts label**, ask students if anyone has ever noticed and looked at the one before. Hold up a container of packaged food (for example, a box of cereal), and point to the **Nutrition Facts label** and ingredients list.

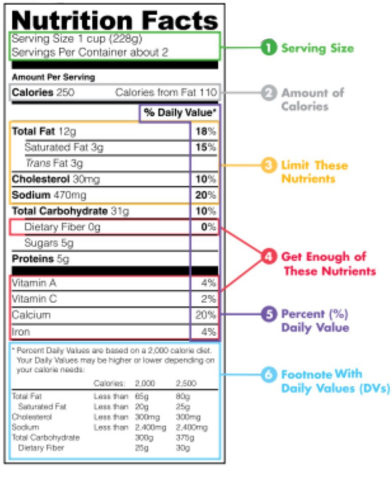
2. Next, distribute the ***Nutrition Facts Label Comparison*** handout and divide the class into pairs. Direct the class to look at the far-left label (Plain Fat-Free yogurt). Invite students to share what information they notice and explain what they think it means. Can students identify any of the following from the label?

- **Serving Size:** Ask students to look for the words "Serving size" on the label. In this example, the serving size is 1 cup. What if they ate everything in the package? How many servings would that be? *(4)* The information on the label is based on one serving. When they eat more, they need to multiply the nutrient information by the number of servings they ate.
- **Calories:** Next, have students find the number of calories in a single serving of the plain fat-free yogurt and the vanilla-flavored yogurt. Calories are a measure of the amount of energy the food provides (see ***Nutrition Facts label*** handout). The vanilla-flavored yogurt has more calories than the plain fat-free yogurt, because it contains more solid fats and added sugars. Solid fats and the added sugars add calories to a food.
- **Solid Fats:** Students can tell the amount of solid fats in the food by looking at the grams of saturated fat and *trans* fat on the label. These are two types of solid fats. For *trans* fat, look for foods that have 0g of *trans* fat. For saturated fat, the label also provides the percent daily value (% DV). The % DV is a number that tells you if there is a lot or a little of something in a serving of the food. A % DV of 5 or less is low; 20% or more is high. Choose foods that are low in saturated fat.
- **Vitamin and Minerals:** At the bottom of the label, students will find numbers followed by percent signs. This is where they find the amounts (% DV) of nutrients that the product contains, such as calcium, iron, and vitamins A and C. 5% Daily Value or less of a nutrient is low; 20% or more is high, and therefore a better choice.
- **Sodium:** Have students find the %DV for sodium. Which snacks are lowest in sodium?

Lesson 8 continued on the following page

May: Lesson 8 *Digging In* 30 minutes

The **Nutrition Facts label** does not identify the amount of added sugars in a product. You can find added sugars by looking at the ingredients list. Some other names for added sugar are high-fructose corn syrup, sugar, sucrose, dextrose, fructose, lactose, maltose, honey, anhydrous dextrose, brown sugar, confectioner's powdered sugar, and corn syrup. *Tip! If one of those is in the first 3 ingredients, you can be sure that added sugar is a major ingredient.*



3. Next, give students 15 minutes to work with their partners to compare and analyze the nutrition labels. They should study and compare the four snack foods. After evaluating the data, they will conclude which are the healthier options and explain their reasoning.

Featured Harvest of the Month: Berries!

June: Lesson 9 *Digesting It All* 30 minutes

1. In this final summative activity, students will reflect on their consumption of foods that are high in added sugars, solid fats, or sodium. Students will discuss the role of advertising in decision making, and learn about common advertising in decision making, and learn about common advertising techniques. Then they will apply their learning by creating an ad designed to promote healthy food choices. First, ask students to think about advertising they have seen in the past. Where have they seen it? (e.g. television, movies, newspapers, magazines, or billboards). What is its purpose? (e.g. to sell products, to promote ideas, to promote candidates).

2. Divide the class into teams of 3-4 students, pass out an ***Ad Awareness*** handout to each team, and ask volunteers to read out loud. Explain that advertising techniques are used by companies to sell their products and promote their ideas.

3. Explain that each team will use one of the techniques and develop an ad (skit, song, print, or video) to promote healthy eating and help their friends and family make better choices. For example, teams might:

- Create a skit showing how people eat smart and play hard.
- Write a jingle about healthy treats to try instead of "sometimes" foods.
- Create a poster showing a "makeover" of a snack with healthier food choices.

Before teams get started, make sure they understand each technique. Remind students to use everything they have learned about ***MyPlate***, eating a variety of food from all 5 food groups, and limiting "sometimes" foods.

4. Give students a class period to put together their ideas. Then, have them present to the rest of the class or share with other students at school.

Thank you Harvest of the Month 2.0 teachers for being such an integral part of this program. We look forward to working with you again next year!

For more information about Health Education Council, visit ***www.healthedcouncil.org*** or follow us on social media!

Have a healthy & active summer!