

First COURSE

LESSONS 1, 2, & 3

Main Ingredients

Lessons:

October

Lesson 1 (30 min) - First Taste

November

Lesson 2 (30 min) - Digging In

December

Lesson 3 (30 min) - Digesting It All

Materials:

October

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

November

- **Who Am I? Clue Card** student worksheets
- Index cards
- Tape
- Apples *Harvest of the Month* student handouts

December

- **Food Writer** student worksheets
- Food magazines, recipe books, or food blogs online
- 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 activities that meet curriculum standards in English Language Arts, Science, and Health, students will explore and model healthy behaviors.

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.



Harvest of the Month 2.0
Serving Up **MyPlate** - Grades 3 & 4



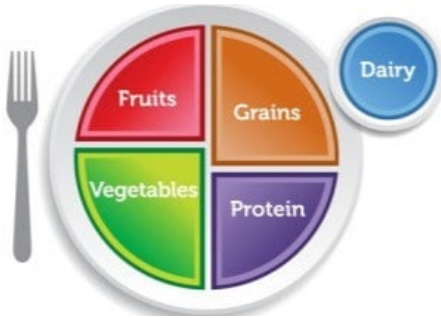
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October: Lesson 1 *First Taste* 30 minutes

1. Begin by asking students to think about the **Essential Question** "What choices can you make that help you stay healthy?". First, ask them about the word "health" and what it means to them, then about the word "choice". What do they think it means to make a healthy choice? What do they think a healthy food choice would be? *Accept all answers and take note of student responses.*
2. Ask students if they have heard of, can explain, or can identify any of the **food groups**. Introduce students to **MyPlate** and the five food groups (**Fruit, Vegetable, Grains, Protein Foods, Dairy**) by displaying the **MyPlate** poster. Invite students to share what they observe about the **MyPlate** icon. Can they identify and give examples of foods they think belong in each of the five food groups? Do they notice any differences in the food groups shown on the **MyPlate** icon? The portion sizes of each are slightly different because we need different amounts from each food group. For example, we need more vegetables than fruit. Students should also notice that our plates should be half fruits and vegetables.
3. Explain that the **MyPlate** icon serves as a reminder that a person should eat foods from the five food groups each day. By eating a variety of foods from each food group, we give our bodies what they need to be and stay healthy. Ask what other behaviors can help us stay healthy? (*Being physically active at least 60 minutes a day*).
4. Finally, ask each student to share something new he or she learned so far about **MyPlate** and the 5 food groups. Go around the room asking each student to mention something new. List their responses on the board, if possible. When everyone has shared something, see if the class can think of anything else they learned.

Featured Harvest of the Month: **Tomatoes!**



November: Lesson 2 Digging In 30 minutes

1. To expand on students' vocabulary and awareness of different foods in each food group, play the **Who Am I?** game. In preparation, create enough food cards (using provided index cards) one for each student. Each card should have the name of a specific food from each of the 5 food groups. Aim to have the same number of foods from each food group. Visit <http://www.chooseMyPlate.gov/food-groups> for examples of healthy food options from each food group. Include dark-green, red, and orange vegetables, beans and peas, whole grains, seafood, and fat-free or low-fat milk among the foods represented.

2. Explain to students that they will play the game Who Am I? and will need to guess what food they are by asking classmates "YES" or "NO" questions. Distribute the **Who Am I? Clue Card** handout. They will use it to keep track of their questions and clues in the game. Have students spend a few minutes to quietly think of yes or no questions they can ask and write them down on their handout. Read some of the following examples of yes or no questions out loud to help students get started.

- Am I a vegetable?
- Am I made from wheat?
- Am I juicy?
- Do you eat me for breakfast?
- Am I a protein food?
- Do I grow on a tree?
- Am I a drink?
- Am I round?
- Do I live in the sea?
- Do I have seeds?
- Am I green?
- Do I taste spicy?
- Do I sound crunchy when you eat me?

3. Next, tape one food card to the back of each student without them seeing what the card says. Give students **15-20 minutes** (if time allows) to play the game. Tell students to walk around the room to ask each other questions. If they receive a "NO" as an answer, they should move on to a new person. Once they guess their food correctly, have students sit down. *They may ask for your help if they are having trouble guessing.*

4. Once students have all guessed their foods, ask students to group themselves together to create a meal following **MyPlate**. What foods might taste good together? What are some other healthy options they learned about? Were there any new foods they learned about? Also, don't forget to include fat-free or low-fat dairy foods, such as milk and yogurt.

BONUS! Veggie Variety:

Have students work in teams to sort vegetable food cards (developed for the **Who am I?** activity) into vegetable subgroups:

- **Dark-green** (e.g. broccoli, spinach, romaine lettuce, bok choy, collard greens)
- **Red and Orange** (e.g. acorn or butternut squash, carrots, pumpkin, red peppers, sweet potatoes, tomatoes)
- **Beans and peas** (e.g. chickpeas/ garbanzo beans, lentils, black beans, kidney beans, navy beans, or pinto beans)
- **Starchy** (e.g. corn, green peas, green lima beans, plantains, potatoes)
- **Other** (e.g. celery, cucumbers, green beans, green pepper, iceberg lettuce, zucchini)

Explain that most people need to eat more vegetables from the Dark-Green, Red and Orange, and Beans and Peas subgroups. Ask students to name some of their favorites from these subgroups. Have a veggie tasting activity to try new dark-green, red, and orange, and beans and peas!

Featured Harvest of the Month: Apples!



Harvest of the Month 2.0
Serving Up MyPlate - Grades 3 & 4



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December: Lesson 3 Food Writers 30 minutes

1. Explain to students that they have been hired by a food magazine to write a one page article about a new food. The article should:

- Teach readers about the food by identifying its food group.
- Inspire readers to try the food by describing it using the five senses.
- Provide readers with at least 2 ways to cook or prepare the food from their research.
- And finally, build a healthy plate that includes the food. What other foods could a reader serve it with to make it a complete meal (following **MyPlate**)?

You may let students choose a new food they don't know much about or they may want to use their foods from the *Who Am I?* game. As a variation, collect all the cards and have students select a new food.

2. First, students will need to do a bit of research to learn more about how to write a food article and learn about their food item. Distribute the **Food Writer** handout. Have students read examples of food articles before they begin to write their own. Look at food magazines, recipe books, and food blogs online (*if you have Internet access*). Have students work in pairs or work together as a class to discuss the structure and elements of a food article. What kind of language does the writer use? Does the article inspire them to want to try the food or a recipe? If recipes are included in the article, what food groups are represented in the finished product? For example, a soup might include vegetables, grains, and protein.

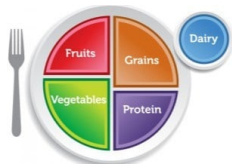
3. Encourage students to use new vocabulary and descriptive language as they write their articles. How can they describe the food to some who can't see it? How can they persuade someone to try it? Ask students to share and present their food articles to the class.

4. Ask students to think about and answer the **Essential Question** again. "What choices can you make that help you stay healthy?" Allow students time to answer.

5. Have students do a Think-Pair-Share to come up with tips to eat smart and play hard (answering the **Essential Question**). First, ask each student to think about a healthy food selection from each food group and fun ways to be more physically active. Then, working in pairs, have students work together to create a list of ways they can "eat smart" and "play hard," incorporating their food group choices and fun physical activity ideas. For example, "Snack like a soccer star. Eat an orange after practice."

6. Ask each pair to share its tips with the rest of the class. List student ideas on the board or have students create mini-posters to display on a bulletin board.

Featured Harvest of the Month: Citrus!



Harvest of the Month 2.0
Serving Up MyPlate - Grades 3 & 4



Second COURSE

LESSONS 4, 5, & 6

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

- Carrots *Harvest of the Month* student handouts

February

- **Snack of Champions** worksheet
- Dry Beans *Harvest of the Month* student handouts

March

- **Measuring Up MyPlate** worksheet
- Sample Daily Food Plan
- Dry measuring cups, plates, and bowls for displaying food.
- 5 quarters, 10 pennies
- 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 these lessons, students will build upon their understanding of healthy eating. Students will participate in creative activities that meet curriculum standards in English Language Arts, Math, Science, and Health as they learn how eating a variety of foods from all 5 food groups will give them the nutrients they need to grow, stay healthy, and be their best.

Learning Objectives:

Students will be able to...

- Identify what foods to eat more of and explain that nutrients in food help us grow and stay healthy.
- Name at least 3 reasons why it is important to eat foods from all five food groups for a healthy diet.
- Apply their knowledge of healthy foods and food groups to create a healthy meal or snack.



Harvest of the Month 2.0
Serving Up **MyPlate** - Grades 3 & 4



Second COURSE

January: Lesson 4 *First Taste* 30 minutes

1. Write the word "nutrient" on the board and ask students to explain what they think it means. Explain that a nutrient is something found in food that your body uses to grow and stay healthy. Different nutrients do different things for bodies and help us to be healthy.
2. Ask students to add to the list on the board of what nutrients can help us "Do." Why do we need and want energy? For example, we need energy to blink, breathe, walk, and think. We also need energy to play sports, dance, be creative, do our homework well, and hang out with our friends. What can students add to the "Be" column? What are some additional benefits that nutritious foods can give us?
3. How can we get a variety of nutrients? Remind students to think back to what they learned from previous months. What were some of the tips they came up with to make healthy food choices? How can they make a nutritious meal?

(By making healthy choices from all 5 food groups, we are more likely to get the nutrients we need to help us do what we want and need to do, better. Mixing things up - meaning eating different types of foods within each food group - is also important. Different foods give us different nutrients. Most people need to eat more dark-green, red and orange vegetables; beans and peas, whole grains, and low-fat milk and other milk products).

Featured Harvest of the Month: **Carrots!**



Harvest of the Month 2.0
Serving Up *MyPlate* - Grades 3 & 4



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Second COURSE

LESSONS 4, 5, & 6

February: Lesson 5 Digging In 30 minutes

1. Explain that today students must imagine they are all professional chefs. Their challenge is to create a fun and healthy Snack of Champions for a member of the U.S. Olympic team! They will have to create a recipe for a snack that will not only be healthy and nutritious, but will taste good too.
2. Divide the class into teams of four. Start brainstorming with students by asking them what they should keep in mind when creating a snack for the athletes. Explain that professional athletes need healthy meals with nutrients, just like students do, so they can have the energy and strength to perform well. What else do students think is important in order to create a healthy snack? (*Creating a snack using foods from different food groups helps make a snack with lots of different nutrients. It also makes your snack more interesting and fun.*)
3. Pass out the **Snack of Champions** handout to each team. Ask a volunteer to read the instructions at the top of the page. Explain that each team will use the foods in the chart to create a recipe for its "Snack Champions." Teams will also need to come up with a creative name for its snack. Finally, each team must be able to explain why they chose the foods they did.
4. Before teams get to work on their snack, you may want to share the following example of a recipe for a healthy snack called **PB Power Fruit-Wich**. Alternatively, you might want to develop your own creative recipe with the class as an example of the exercise.

PB Power Fruit-Wich

(Makes 1 open-faced sandwich)

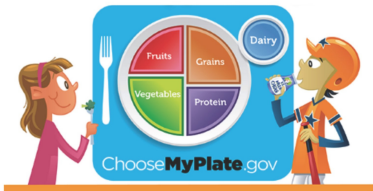
- 1 slice whole-wheat bread
- 2 tablespoons (Tbsp) peanut butter
- 1/4 apple or banana, thinly sliced
- (Optional) 2 Tbsp sliced or grated carrot

Directions:

1. Spread 2 Tbsp peanut butter on bread
 2. Place fruit sliced on top
 3. (Optional) top with grated or sliced carrot
- Chase down this snack with low-fat milk*

5. Give students time to brainstorm different ideas. Team should decide on a recipe (*including the ingredients and steps needed to make the snack*), come up with a creative name for their snack, and then create a poster advertising their snack. Reasons do not have to be health-related, but can also include things like convenience, taste, "cool" factor, or texture.
6. Ask each group to present their snack recipe and poster to the class.

Featured Harvest of the Month: Dry Beans!



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March: Lesson 6 Digesting It All 30 minutes

1. Create and print a sample **MyPlate** Daily Food Plan for a typical student at:

<http://www.chooseMyPlate.gov/myplate/index.aspx> (one has been provided for you in your packet based on a somewhat active 9-13 year old). The food plan will show the amount of food students need from each food group each day. The amount of foods are listed in cups for fruits, vegetables, and dairy, and in ounce equivalents for grains and protein foods. It can be hard to picture what these amounts of foods might look like over the day.

Volume: Show students what 1/2 cup of fruits, vegetables, and cooked grains looks like. Use a measuring cup and then display the food on a plate or in a bowl. Have students measure 1 cup to compare. How does this look in relation to 2/3 or 3/4 of a cup?

Weight: An ounce is a measure of weight. How much does an ounce feel like? Provide students with the following to hold in their hand: a 1-ounce piece of bread, 5 quarters, or 10 pennies. Explain that 1/2 cup of cooked pasta or rice is equal to 1 ounce. Have students look again at the 1/2 cup of pasta on the plate. Is that the amount they usually eat? Your pasta at lunch might actually provide a full cup of grains, or 2 ounces.

2. Explain that students will continue in their roles as chefs and work in groups of four. Their next challenge is to figure out a full day of meals for Lucia, a moderately active 9-year old girl.

Lucia needs to eat the following amounts of food from each food group every day to give her the energy and nutrients to do what she needs and wants to do.

Vegetables	2 cups
Fruits	1.5 cups
Grains	5 ounces (half of these should be whole grains)
Protein	5 ounces
Dairy	3 cups

Write this information out on the board for students to see:

3. Distribute the **Measuring Up MyPlate** handout to each team. Students will use this to create a meal and snack plan for Lucia, identifying what she will eat and how much. Students will need to work together to ensure that:

- Lucia gets the right amount of food in each food group.
- Lucia gets a variety of foods from all the food groups.

Tell the students that this activity will require discussion between the group members. They will also need to use math to calculate the amounts of food for Lucia's menu.

4. When the groups have finished creating the meals, have them present Lucia's menu to the class. Ask each group member to explain how he/she chose his/her foods and why. While presenting, make sure each group explains how the meals meet Lucia's food needs. Finally, have them share what they learned. Was there anything that surprised them? (For example, they may have been surprised to discover how many fruits and vegetables are needed in a daily meal). Explain to students that, depending on their age, gender, and level of physical activity, they may need more or less of a food than Lucia does each day. For example, a moderately active 10-year-old boy would need an additional ounce of bread and 1/2 cup of vegetables each day.

Featured Harvest of the Month: Salad Greens!



Harvest of the Month 2.0
Serving Up MyPlate - Grades 3 & 4



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Main Ingredients

Lessons:

April
Lesson 7 (30 min) - First Taste

May
Lesson 8 (60 min) - Digging In

June
Lesson 9 (30 min) - Digesting It All

Materials:

April

- Asparagus *Harvest of the Month* student handouts

May

- Experiment: Added Sugar** worksheet
- Experiment: Fats** worksheet
- Berries *Harvest of the Month* student handouts

June

- No handouts this month

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?

Through hands-on experiments and lessons that meet standards in Math, Science, English Language Arts, and Health, students will learn about foods high in solid fats and added sugars and use the scientific method to make hypotheses and draw conclusions about how they affect our bodies.

Learning Objectives:

Students will be able to...

- Identify foods that are high in solid fats and added sugars.
- Describe the benefits of limiting the consumption of solid fats and added sugars.
- Explain the concept of eating in moderation.
- Give examples of healthier food options to choose instead.



Harvest of the Month 2.0
Serving Up *MyPlate* - Grades 3 & 4



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Third COURSE

LESSONS 7, 8, & 9

April: Lesson 7 *First Taste* 30 minutes

1. Begin by reminding students that we need food from all food groups to get the nutrients we need to play hard, grow, and be healthy. Some foods within the food groups are healthier choices that we want to eat more often. These foods contain a lot of nutrients but not a lot of added sugars and solid fats. What are some examples of foods in each of the food groups that are healthier choices? Vegetables and fruits (*when prepared with adding solid fat or sugar*), whole grains, fat-free and low-fat milk, yogurt and cheese, seafood, lean meats, chicken and turkey without the skin, eggs, beans and peas, and nuts and seeds.

2. Ask student the **Essential Questions**: "Sometimes" foods? Why are they called that? Accept all answers. (*Students may offer answers such as cupcakes (Grain Group), ice cream (Dairy Group), lollipops (no food group), fried chicken or fish (Protein Group), french fries (Vegetable Group), chocolate-covered raisins (Fruit Group).*)

Explain that in each food group, there are foods that are higher in solid fats or added sugars or both. For example, fried chicken belongs to the Protein Group, but it contains more solid fat (from frying and the skin) than grilled, skinless chicken. Frosted breakfast cereal belongs to the Grain Group, but contains more added sugars than regular corn flakes. We call these foods "sometimes" foods because we want to eat these foods only **some** of the time and in **smaller** amounts. We want to choose foods lower in solid fats and added sugars **most of the time**. For example, we want to choose fat-free milk every day and have ice cream only sometimes, or as a special treat.

Ask students: In what food group do soda and candy belong? Explain that these foods are made up almost entirely of added sugars and/or solid fats. they do not contain enough of any nutrient to put them into a food group. Since these foods do not give our bodies what we need to play hard, grow, and be healthy, its best to eat them only as special "treats" and not every day.

3. Ask students to share ideas of why they think these foods should be eaten less. Eating too many solid fats and added sugars makes it harder to eat enough of the other foods we need to play hard, grow, and be healthy. These foods can make it harder to keep a healthy weight and have a healthy heart, and too many added sugars can also lead to more cavities.

Featured Harvest of the Month: **Asparagus!**



Harvest of the Month 2.0
Serving Up **MyPlate** - Grades 3 & 4



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May: Lesson 8 *Digging In* 60 minutes

1. Split students into groups of 4. Distribute the **Experiment: Fats & Experiment: Added Sugars** handouts. Explain that they will be conducting 2 experiments to learn more about solid fats and added sugars in food. In each case, they will have to first think about their hypothesis or guess, about the experiment outcome. They will then record results from each experiment and compare the results to their hypothesis and explain their conclusion. Set up as many stations as there are groups of students for each experiment.

Part A: Solid Fats Experiment

Please note that the Solid Fats Experiment will require a follow-up one day later.

Day 1:

2. In this experiment, students will answer the questions: "What foods have a higher fat content?" "Which contain heart-healthy liquid fats?" and "Which contain solid fats?" Before you introduce the experiment, give groups a few minutes to discuss the questions, then ask each student to hypothesize, or make educated guesses, and write them down on his/her handout. **Note:** If students run out of room on their handout, then have them use the back or a notebook for extra space.

3. Explain that fats are an important nutrient in the body because they provide us with energy, promote healthy skin growth, and help the body absorb some vitamins. However, there are different kinds of fats, and some are better than others. Ask students if they know the difference between **solid fats** and **liquid fats**. Can they identify any examples?

(Solid fats are not liquid at room temperature. Examples of solid fats are: butter, beef fat, chicken fat, pork fat, stick margarine, and shortening. Oils or liquid fats, are liquid at room temperature. Examples of oils/liquid fats are: canola, corn, olive, soybean, and sunflower oils. A number of foods, such as nuts, olives, some fish, and avocados, are naturally high in heart-healthy oils).

4. Do a quick demonstration to show the difference between the 2 kinds of fats. Put a couple of tablespoons of butter in one bowl, and pour some oil into another. Ask a volunteer to dip a straw into the oil and describe what they observe. Can they blow through the straw? *(Yes, quite easily)*. Ask another student to dip a straw into the butter and describe what he/she observes. Is he/she able to blow through the straw? *(No, not as easily as the straw with the oil)*.

5. Explain that liquid fats are healthier for our hearts than solid fats. Our hearts pump blood through our bodies using little tubes (like straws) called **arteries** and **veins**, which carry blood to the rest of our body parts. We need our heart and these tubes to be healthy so that our body functions well.

6. It can be hard to tell what foods are higher in fat, including fats. You might be surprised at how much fat some foods have. Explain that students will now do an experiment to see which foods contain more fat.

First, show students what they will find at each station in order to carry out their experiment: brown-paper grocery bags cut up into 4-inch squares (at least 6 squares), and 6 of the following foods:

- Any three of the following: regular potato chips, french fries, bacon, hot dog, regular butter, chocolate chip cookies
- Any three of the following: banana slices, reduced-fat baked potato chips, apple slices, graham crackers, nuts

Before starting the experiment, ask students to predict which food has the highest fat content and which has the lowest. They should note these predictions on their handouts.

Lesson continued on following page



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May: Lesson 8 Digging In 60 minutes

7. Students should first label each of the paper bag-squares with the name of a food they will be testing. Next, they will rub or crush a piece of the food onto the paper-bag square. **Remind students to rub each food for the same amount of time** (for example, rub the food back and forth across the paper square 10 times). Allow the paper bags to sit overnight. This way, any moisture caused by water content from the foods can evaporate, and what is left on the bag is fat only.

Part B: Solid Fats Experiment

Day 2:

8. Students should check the results the following day. Which food left a grease/oil/fat spot? **Ask:** Which food has the highest fat content? Which foods have the lowest amounts of fat (a smaller or no grease spot)? How does this compare to their predictions? What conclusions can students draw about their own consumption of foods with high fat content from this experiment? Give students a few minutes to think about and write out their analysis and conclusions.

9. Conclude the experiment with a discussion allowing students to share their observations, predictions, and conclusions. Of these foods, are there any that you think might contain heart-healthy oils as the fat instead of solid fats? Nuts and seeds contain heart-healthy oils, as do some fish, avocados, and olives. Which of the foods tested have the lowest fat content? Fruits and vegetables tend to be naturally low in solid fats - unless solid fats are added during cooking (like putting butter on vegetables).

Part C: Added Sugar Experiment (Optional)

10. Begin by asking students if they drink any beverages with added sugars. Explain that in this experiment, students will answer the question: Which beverage has the most teaspoons of added sugars? Display the following 6 beverages on the table: a 12-oz can of regular soda, an 8-oz carton of fat-free unflavored milk, an 8-oz carton of fat free chocolate milk, a cup of 100% orange juice, 1 cup of lemonade, 1 cup of water.

11. After they have made their prediction, students will learn how many grams of added sugars are found in each beverage. Place cards that have been prepared beforehand in front of each beverage indicating the amount of added sugars in grams (soda = 32g, fat-free unflavored milk = 0g, fat-free chocolate milk = 14g, orange juice = 0g, lemonade = 22g, water = 0g) have students write these numbers on their handout.

12. Next, they will calculate the equivalent amount in teaspoons. Give students the formula that 1 teaspoon of added sugar equals 4 grams. Therefore, they will need to divide the total amount of added sugars in grams by 4. They should do these calculations on their handouts. Once they have done their calculation, have them display the amount of sugar in each drink by measuring out the teaspoons and pouring them into a dish next to each drink. Have students note their analyses and conclusions of the experiment on their handouts.

13. Are any of these results surprising? Were their predictions correct? What does this tell them about the amount of added sugar they consume? Ask students to share some of the effects of drinking so much added sugar each day. (For example: tooth decay, cavities, or a lack of nutrients).

14. What are some healthier beverages students can choose instead? Ask each group to create a flavorful, healthy alternative with little or no added sugars. Possibilities could include seltzer water and fruit slices, or water with lemon, or milk with vanilla and sprinkle of cinnamon. Have them share their ideas with the class.

Featured Harvest of the Month: Berries!

Pick up your harvest from the cafeteria!



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June: Lesson 9 *Digesting It All* 30 minutes

1. Now that students have learned more about "sometimes" foods (foods with added sugars and solid fats), students will prepare "What instead" tips to share with other classes or parents. Students' final task is to communicate tips on healthier options to eat instead. Ask students to think about what they love about their favorite snack or treat. Is it the taste? (*For example, the sweetness of a cookie*). Or is it the texture? (*For example, the crunch of potato chips*). If it's a food that has a lot of added sugars or solid fat, how can they modify it to be healthier but just as delicious? (*For example, for crunch, choose a sliced apple or whole-grain cracker, and for sweetness, try fruit*). Working in groups, allow students to choose from the following options on how they wish to communicate their ideas:

- A colorful poster or collage
- A song or poem
- A short play or skit

Regardless of what they choose, each group must offer 6 ideas (3 for added sugars, 3 for solid fats) of healthier food options.

2. Give students time to prepare, and then let them share their projects with the rest of the class and explain their suggestions. Invite other classes or parents to learn more about healthy "What instead" tips.

*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!



Harvest of the Month 2.0
Serving Up *MyPlate* - Grades 3 & 4



The mission of the Health Education Council is to cultivate health and well-being in under-served communities by leveraging the power of collaboration. Visit www.healthedcouncil.org for more information about our programs.

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