

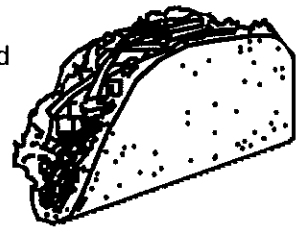
LESSON 2

Combination Foods and Foods to Limit

Student Learning Objectives:	National Health Education Standards:
1. Identify characteristics of combination foods.	• Core Concepts
2. Name examples of combination foods.	• Core Concepts
3. Identify characteristics of foods that should be limited.	• Core Concepts
4. Name examples of foods that should be limited.	• Core Concepts

Lesson Synopsis

Review the food groups. Give examples of foods that belong to more than one food group and foods that should be eaten in limited amounts. Introduce combination foods and identify their characteristics. Introduce foods that contain limited nutrients and identify their characteristics. Decide what food groups are represented in combination foods. Categorize "Food Photos" or Food Models as nutritious foods or foods that should be limited.



Activity	Time in Minutes	Materials Needed
Introduction	5	<ul style="list-style-type: none"> • None
Teacher Input	10	Health Education Materials <ul style="list-style-type: none"> • Pictures: "Food Photos," Michigan Model for Health Clearinghouse, one set, or Food Models, National Dairy Council, two sets • Poster Set: "MyPlate: Know Your Food Groups," Educational Materials Center • Curriculum: "Little D's Nutrition Adventures," National Dairy Council (Extension Activity) Supplied by the Teacher <ul style="list-style-type: none"> • Computer with CD player (Extension Activity)
Application or Skill Practice	15	Health Education Materials <ul style="list-style-type: none"> • Food Puzzles: "Combination Foods," Michigan Model for Health Clearinghouse, two sets • Pictures: "Food Photos," Michigan Model for Health Clearinghouse, one set, or Food Models, National Dairy Council, two sets Supplied by the Teacher <ul style="list-style-type: none"> • Paper, 8 1/2 x 11 inches or larger • Pencils or pens • Markers • Tape
Closure	5	Teacher Manual Resources <ul style="list-style-type: none"> • Family Resource Sheet: "Building Blocks for Healthy Bodies" Supplied by the Teacher <ul style="list-style-type: none"> • Healthy snacks (Extension Activity) • Teacher Reference: "Family Letter: Healthy Snacks Taste Test" (Extension Activity; from Lesson 1) • Art supplies (Extension Activity) • Writing Paper (Extension Activity) • Pencils or pens (Extension Activity)
TOTAL	35	

Preparation

Prior to the Lesson:

- **Decide** if you want to offer healthy snacks for students to try at the end of this lesson. Ask students' families or your school's Child Nutrition Services to help supply foods. Try to plan healthy foods that may be new to students. (Extension Activity)
- **Duplicate** the family letter, "Healthy Snacks Taste Test," requesting healthy snacks and permission for students to participate in the taste test. **Distribute** the letter and send it home with each student if you did not do it after Lesson 1. (Extension Activity)

For Teacher Input:

- **Locate the grilled cheese sandwich food picture** to use as an example of a combination food.
- **Select a combination food** other than a grilled cheese sandwich if you wish and locate the food picture for your selection. (Suggestion)

For Application or Skill Practice:

- **Decide how to divide your class** into six small groups.
- **Sort the food pictures** into three separate piles for use in this lesson: combination foods, nutrient-dense foods, and foods with a high percentage of empty calories. For guidance on sorting foods, refer to the Food List included on the Teacher resources flash drive or downloaded from www.mmhclearinghouse.org.
- **Prepare two signs**, one titled "Nutritious" and the other titled "Empty." Post them on opposite walls of the classroom.


For Closure:

- **Duplicate** the family resource sheet, "Building Blocks for Healthy Bodies," for students to take home.

LESSON PROCEDURE

Introduction: Review the food groups and introduce combination foods and foods with empty calories.





Approximately 5 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Ask students to name the food groups.	<p><i>If you think you can remember the name of a food group, please stand up.</i></p> <p>Call on students who are standing to name the food groups.</p> <p>Answers: grains; fruits; vegetables; protein foods; and dairy</p> <p>Ask students to be seated when all five have been named.</p>	 <p>Have students create nutrition messages to go home on your school's menus.</p>
Ask students to name foods that belong in each food group.	<p><i>Raise your hand if you have a food in mind that belongs to one of the food groups. Be ready to share the food and food group with the class.</i></p> <p>Sample students' ideas to elicit foods from each food group.</p>	

Ask students to name foods that should be eaten in limited amounts.	<p><i>If you can think of a food that should be eaten in limited amounts, please stand up.</i></p> <p>Call on students who are standing to share their ideas.</p> <p>Answers: soda, cake, pie, cookies, French fries (deep-fried), candy, butter, etc.</p>	
Introduce the day's topic.	<i>Today we will learn about foods that belong to more than one food group and foods that should be eaten in limited amounts.</i>	

Teacher Input: Identify characteristics of “combination” foods and foods with “empty” calories.

Approximately 10 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Introduce “combination” foods, using the grilled cheese sandwich food picture as an example.</p> <p>Point out the grain and dairy groups on the poster, “MyPlate: Know Your Food Groups,” as you identify the characteristics of “combination” foods.</p>	<p><i>If you like grilled cheese sandwiches, smile at me. Think about the foods in this sandwich.</i></p> <p><i>In which food group does a grilled cheese sandwich belong?</i></p> <p><i>If you think it belongs in the grain group, raise your hand.</i></p> <p><i>If you think it belongs in the dairy group, raise your hand.</i></p> <p><i>If you raised your hand both times, you are right.</i></p> <p><i>The bread is in the grain group, and the cheese is in the dairy group.</i></p> <p><i>Foods that belong to more than one food group are called “combination” foods.</i></p> <p><i>A combination is something that has two or more things put together. So, combination foods are foods that are made up of two or three and sometimes four or five different food groups. They are not a separate food group, but a combination of food groups. They provide many of the building blocks our bodies need to grow strong and healthy.</i></p>	 <p>If you wish, select another example to use as a combination food, such as a taco or pizza, and locate that food picture.</p>  <p>Encourage your school to adopt, and comply with, a healthy nutrition policy.</p>  <p>Organize a “take parents to lunch” event. Have students invite their parents to lunch in the cafeteria.</p>
<p>Introduce foods that contain a high percentage of empty calories, using a candy bar as an example. Use the food picture if you wish.</p>	<p><i>If you like cookies, smile at me.</i></p> <p><i>In which food group does a chocolate chip cookie belong?</i></p> <p><i>If you think it belongs in the grain group, raise your hand.</i></p> <p><i>If you think it belongs in the vegetable group, raise your hand.</i></p> <p><i>If you think it belongs in the fruit group, raise your hand.</i></p> <p><i>If you think it belongs in the dairy group, raise your hand.</i></p>	 <p>You could also use “fruit” snacks as an example, such as fruit-flavored candy or rolled fruit snacks.</p>

Identify the characteristics of foods with empty calories.


If you think it belongs in the protein foods group, raise your hand.

If you never raised your hand, you are right.


A chocolate chip cookie does not have many nutrients, so it doesn't belong in any of the food groups.

Some foods don't belong to any of the food groups. Other foods belong in food groups, but do not give our bodies very many of the building blocks, or nutrients, we need to stay healthy. These foods may be some of your favorite desserts or treats.

They are also usually high in fat or sugar or both. They can fill you up so that you don't have room for foods from the food groups. Limit the amount of these foods that you eat. We'll call these foods "foods with empty calories."




Teach Lesson 8 of the National Dairy Council's curriculum titled "Little D's Nutrition Adventures."



Encourage your food service partners to read the online book "Fruit and Vegetables Galore: Helping Kids Eat More" by Team Nutrition. It provides food service tips for increasing student intake of fruits and vegetables.

www.fns.usda.gov/tn/Resources/fv_galore.html






Foods with empty calories are to be eaten sparingly because they do not provide many nutrients and add to a person's total calorie intake. Visit the MyPlate website for information on empty calories.

www.ChooseMyPlate.gov

Application or Skill Practice: Practice naming "combination" foods and the food groups they represent. Practice classifying foods as "nutritious" or foods with "empty" calories.




Approximately 15 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Form six groups and assign roles.</p>	<p>Have students form six groups. Assign the following group roles: leader, recorder, reporter, and collector.</p> <p><i>You will learn about some "combination" foods using these puzzles. Let's see what food groups are in these "combination" foods.</i></p>	 <p>Use the food pictures that represent combination foods and continue to practice identifying the food groups contained in various combination foods.</p>

Name foods and food groups in the "Food Puzzles."	<p>Ask the collector to pick up a "Food Puzzle," paper, and pencil or pen. Ask students to put the puzzle pieces together in their small group. Have the recorder list each food in the "combination" food and the food group in which it belongs.</p> <p>When students have finished, call on each group's reporter to share what combination food they had and which foods and food groups were in the food.</p>	
<p>Have students categorize food pictures into "nutritious" foods or foods with "empty" calories.</p> <p>Name food pictures as "nutritious" foods or foods with "empty" calories.</p>	<p>Distribute one "nutritious" food picture or food with "empty" calories picture to each student.</p> <p>Point out the signs titled "Nutritious" and "Empty" on the walls.</p> <p><i>Look at your food picture and decide if it is a "nutritious" food or a food with "empty" calories. You may ask the other members of your small group if you want help. Once you decide, walk over to the wall that describes the food picture you have.</i></p> <p>Ask students who are standing by the "nutritious" sign to identify their food pictures. Provide correction for any students who thought their food with "empty" calories was a "nutritious" food.</p> <p>Ask students who are standing by the "Empty" sign to identify their food pictures. Provide correction for students who thought their "nutritious" food was a food with "empty" calories.</p>	 <p>Define "nutritious" as foods that contain building blocks, or nutrients, the body needs for health.</p>  <p>Select pictures of combination foods or non-combination foods for this activity.</p>

Closure: Review the main concepts taught related to "combination" and foods with "empty" calories.


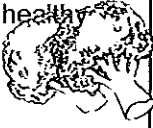

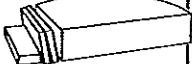

Approximately 5 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Ask students to identify how "combination" foods help a person stay healthy and why a person should restrict the amount of foods with "empty" calories eaten.	<p><i>How can combination foods help us stay healthy?</i></p> <p>Answer: "Combination" foods give us different building blocks, or nutrients, we need to build a strong and healthy body because they contain foods from more than one food group.</p> <p><i>Why should we rarely eat foods with "empty" calories?</i></p> <p>Answer: These foods don't give our bodies very many of the building blocks, or nutrients, we need to stay healthy. They can fill us up so that we don't have room for foods from the food groups. They are usually high in fat or sugar or both.</p>	 <p>Have students make up stories about a child who ate too much food with "empty" calories and what happened as a result.</p>
<p>Distribute the family resource sheet, "Building Blocks for Healthy Bodies."</p> 	<p><i>Be sure to share this information with your families so they can learn about eating a variety of foods to build healthy bodies.</i></p>	 <p>Distribute the healthy snacks if you decided to offer them, or have students draw pictures of their favorite healthy snacks. Have students vote on their favorite snack food.</p>
Preview the next lesson.	<i>In our next health lesson, we'll learn about another combination that helps us stay healthy.</i>	

Building Blocks for Healthy Bodies



Each food group contains different building blocks, or nutrients, the body needs to grow and stay healthy. It is important to eat a variety of foods from each of the food groups so that the body gets the different nutrients it needs. Teaching your child good nutritional habits will help him or her stay healthy throughout life.

Food Group	How It Helps the Body	How Much Should a Moderately Active Seven Year Old Eat Each Day	How to Tell How Much Is Enough	Ways to Encourage Healthy Eating
Grains 	Gives people energy	5 ounces	One ounce of: <ul style="list-style-type: none"> • bread is the size of a CD in its plastic case. • dry cereal is the size of a baseball. • cooked pasta is the size of a small computer mouse. 	<ul style="list-style-type: none"> • Cut bread into interesting shapes using cookie cutters. • Ask your child to select a topping for pasta or rice.
Vegetables 	Helps keep eyes and skin healthy	2 cups	<ul style="list-style-type: none"> • One cup is the size of a baseball. • Two cups of leafy vegetables is equivalent to one cup. 	<ul style="list-style-type: none"> • Have your child select vegetables at the grocery. • Have cleaned vegetables for snacking in the refrigerator. • Add lettuce and tomatoes to sandwiches. • Have lots of vegetables on a pizza.
Fruits 	Helps heal cuts and scratches Helps the body grow	1 1/2 cups	<ul style="list-style-type: none"> • One cup is the size of a baseball. • One-half cup of dried fruit is equivalent to one cup of fresh fruit. 	<ul style="list-style-type: none"> • Have your child select fruits at the grocery. • Have your child select a "color of the day." Serve a fruit that matches the color. • Limit 100% fruit juices to 1/2 cup each day to encourage eating whole fruits that provide more fiber. • Try dried fruit rather than fresh.
Dairy 	Builds strong teeth and bones	3 cups	<ul style="list-style-type: none"> • One and a half ounces of natural cheese is the size of two 9-volt batteries and is equivalent to one cup (8 ounces) of milk. 	<ul style="list-style-type: none"> • Sprinkle cheese on cooked vegetables or pita bread. • Establish the rule that milk is the mealtime drink. • Try yogurt drinks.
Protein Foods 	Aids in growth Builds strong muscles	5 ounces	<ul style="list-style-type: none"> • Two or three ounces of meat, fish, or poultry is the size of a deck of cards. • Four ounces of beans is the size of a baseball. • Two ounces of peanut butter is the size of a ping pong ball. • One egg is one ounce. 	<ul style="list-style-type: none"> • Add nuts to salads. • Use reduced fat peanut butter to limit fat. • Have children help with preparation, such as mixing the tuna salad or making lean ground beef patties.

These are general guidelines. Visit the United States Department of Agriculture website and find out how much is right for your child based on his or her activity level. You can find out how much other members of your family should eat daily, too. Go to www.ChooseMyPlate.gov. Click on "Daily Food Plan." This website has lots of good information on nutrition and physical activity.

If you have a family history of chronic disease, such as heart disease or diabetes, it is especially important to eat healthfully and maintain a healthy weight to reduce your family's risk. Go to www.hhs.gov/familyhistory to record your family's history.

Help your child "build" a healthy body!

FAMILY RESOURCE SHEET



Do these activities at home. They will help your child review what he or she has learned at school.

Activity 1: A Balanced Diet

Ask your child to help you plan and prepare some of the family meals. Help your child pick foods from all of the food groups.

Activity 2: Combination Foods

Serve a "combination" food. A combination food has more than one food group in it, such as a casserole or spaghetti and sauce. Ask your child to taste the food served and decide which of the food groups are in the food.

Activity 3: Foods With "Empty" Calories

Foods with "empty" calories are often favorites, can be fun to eat, and may taste good. But they do not have many building blocks to help build strong and healthy bodies and often have lots of fat or sugar. Remind your child to limit these foods, such as cookies, candy, cakes, or French fries. To help reduce how much of these foods your child eats, limit the amount you have at home. Consider having these foods only for celebrations or special occasions.

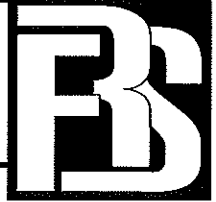


Activity 4: Food Group Examples

As you eat a meal together, see how many foods from each food group your family can list:

- The grains group might include rice, whole grain bread, taco shells, pasta, cereal, muffins, and tortillas.
- The vegetables group might include lettuce, peas, broccoli, cauliflower, corn, and okra.
- The fruits group might include peaches, apples, bananas, strawberries, and melons.
- The dairy group might include low-fat or fat-free milk, yogurt, different cheeses, and fortified soymilk.
- The protein foods group might include lean hamburger, chicken, cod, peanut butter, dried beans, and processed soy products.



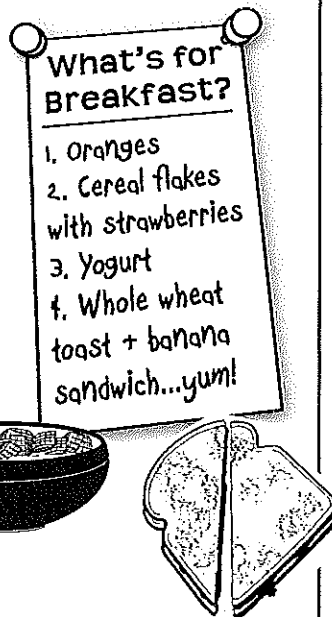


Activity 5: Breakfast Counts

Start every day eating breakfast with your child. Children who eat breakfast learn better and behave better in school. Try quick breakfast foods.

- Cold cereals and instant hot cereals that are low in sugar
- Bananas and oranges
- Low-fat milk and 100% fruit juices
- Whole grain frozen bagels or waffles
- Leftovers, such as pizza, rice and beans, or macaroni and cheese
- Low-fat yogurt or cheese

See how many different foods you and your child can list that could be eaten for breakfast. Add variety to this important meal. Try listing foods that contain fruits and vegetables as a way to increase the amount of these foods your child eats.



Activity 6: Snacks

A child needs to eat more often than an adult because he or she is growing rapidly and is very active. Healthy snacks between meals and at bedtime can help your child get the energy and nutrients he or she needs. Snacks can tide children over between meals and prevent overeating at meals.

When your child asks for a snack, offer a choice between two healthy snacks. Keep your refrigerator and cupboards stocked with healthy snacks. For example, offer fruits and veggies as snacks to encourage your child to eat more of these foods. It might help to keep a list of healthy snack ideas on the refrigerator, such as:

- Carrot sticks with low-fat dressing dip
- Low-fat yogurt with fresh fruit
- Peanut butter on whole grain bread
- Low-fat microwave popcorn
- Low-fat snack-size pudding
- Unsweetened whole grain cereal with sliced fruit

Create a list of healthy snacks that your child would enjoy. Take your child to the grocery store to find them.

Activity 7: Play Nutrition Games

The United States Department of Agriculture website has a section just for kids. Go to www.ChooseMyPlate.gov.

Another website with nutrition games your child might enjoy is the National Dairy Council Nutrition Explorations. Go to www.nutritionexplorations.org/kids.php.

