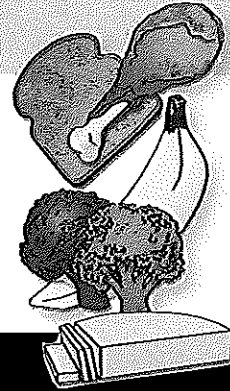




LESSON 1

Food Variety for Healthy Eating

Student Learning Objectives:	National Health Education Standards:
1. Describe how consuming a variety of nutritious foods and beverages helps a person stay healthy.	• Core Concepts
2. Describe how drinking water helps a person stay healthy.	• Core Concepts
3. Select a variety of foods and beverages that can be eaten for healthy snacks.	• Self Management



Lesson Synopsis

Tell a riddle to introduce the topic of nutrition. Explain the body's need for food to fuel the body's ability to move, work, play, learn, heal, and grow. Discuss the benefits of eating a variety of foods and categorize foods according to various characteristics. Emphasize the body's need for water. Lead the students in making a variety snack plate and selecting foods to eat to provide energy.

Activity	Time in Minutes	Materials Needed
Introduction	2	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
Teacher Input	5	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 • CD: <i>Kids in Action</i>, Greg and Steve Productions (Extension Activity) • Book: <i>Bread and Jam for Frances</i>, by Russell Hoban (Extension Activity) Supplied by the Teacher <ul style="list-style-type: none"> • CD player (Extension Activity) • Eight-ounce glass of water
Application or Skill Practice	15	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: "Food Sources," Michigan Model for Health Clearinghouse • Book: <i>Eating the Alphabet: Fruits & Vegetables from A to Z</i>, by Lois Ehlert, Scholastic (Extension Activity) • Book: <i>Eat All Your Colors</i>, by Cathy Torrisi, Abrams Learning Trends (Extension Activity) • Book: <i>Let's Eat</i>, by Donna Marie Merritt, Abrams Learning Trends (Extension Activity) • Book: <i>Spriggles—Health and Nutrition</i>, by Jeff and Martha Gottlieb, Mountain Watch Press (Extension Activity) • Book: <i>Now I Know—Healthy Me: Healthy Eating</i>, by Melvin and Gilda Berger, Scholastic (Extension Activity) • Book: <i>Farm Animals, Eye Openers</i>, A Dorling Kindersley Book (Extension Activity) • Book: <i>Growing Vegetable Soup</i>, by Lois Ehlert (Extension Activity)

Application or Skill Practice (continued)		Supplied by the Teacher <ul style="list-style-type: none"> • Art supplies • Paper plate, one per student • Magazines
Closure	3	Teacher Manual Resources <ul style="list-style-type: none"> • Teacher Reference: "Family Letter: Healthy Snacks" (Extension Activity) Supplied by the Teacher <ul style="list-style-type: none"> • Empty food containers and play food (Extension Activity)
TOTAL	25	

Preparation

Prior to the Lesson:

- **Decide if you want parents to bring** a variety of healthy finger foods for students to try in Lesson 2. If you choose to ask them to help, **personalize and duplicate** the teacher reference, "Family Letter: Healthy Snacks," for distribution to each student. The letter requests help providing healthy snacks. (Extension Activity)

For Introduction:

- **Remove "Food Photos" or "Food Models"** that illustrate foods high in sodium, solid fats, added sugars, refined grains and alcoholic beverages. If you are using "Food Models" published after 2005 or "Food Photos," they will not contain alcohol items.
- **Display** the nutrient-dense foods in the center of the floor. For guidance on what foods to include, refer to the Food List included on the Teacher resources flash drive or downloaded from www.emc.cmich.edu/mm/.

For Teacher Input:

- **Select six "Food Photos" or "Food Models"** to use for the demonstration of food likenesses and differences, such as strawberries, cereal or bran flakes, whole grain bread, watermelon, orange juice, and cheese.


For Application or Skill Practice:

- **Decide** which "Food Photos" or "Food Models" to use for the classification activity. Gather enough for each student to have one.
- **Decide if you will invite** a local farmer to come into the class to talk about the source of the foods we eat. (Extension Activity)
- **Prepare a sample** variety snack plate to show the students.

LESSON PROCEDURE


Introduction: Identify food as a need for the human body to grow and stay healthy.





Approximately 2 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Tell a riddle about food.	<p><i>I'm going to tell you a riddle. If you think you know the answer, touch your lips, but don't give the answer until I ask for it.</i></p> <p><i>I come in all colors and tastes. I give you energy and make you grow, but only when you chew and swallow me. What am I?</i></p> <p>Answer: food</p>	 <p>Arrange for the librarian to read books about nutritious foods and physical activity. Michigan Team Nutrition has a list of optional books. Go to Michigan Department of Education website and search for "Team Nutrition."</p> <div style="border: 1px solid black; padding: 2px; text-align: center;"> www.michigan.gov/mde </div>
Introduce the unit.	<p><i>We are going to learn about eating healthy and being physically active, two very important health habits.</i></p>	
Seat students around the "Food Photos" or "Food Models." Introduce the topic of this lesson.	<p><i>Look at all these foods. Each one gives your body something it needs to grow strong and healthy. Today, we will learn how to pick foods that make us as strong and healthy as we can be.</i></p>	

Teacher Input: Identify the connection between eating healthy foods and having energy to move, work, play, heal, and grow. Identify the importance of eating a variety of foods and drinking water.






Approximately 5 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Write the words "energy" and "grow" on the board in large, vibrant letters. Discuss the benefits of eating food for energy and growth.	<p><i>Food gives our bodies energy.</i></p> <p><i>What does it mean when you have energy?</i></p> <p>Answers: You feel like running, jumping, learning, and doing things you like to do.</p> <p><i>You can move! Every time you move, you use energy. When you move a lot, like when you are running or jumping, you use a lot of energy.</i></p> <p><i>When you move just a little bit, like when you are drawing or reading, you use just a little energy.</i></p>	 <p>Ask the physical education teacher to teach how nutritious food and physical activity contribute to health.</p>

	<i>You also use energy when you sleep because you are busy growing. Food gives your body the building blocks needed to grow.</i>	 Have students use their energy to move to music by playing, <i>Kids in Action</i> .
Signal to identify favorite food.	<i>Stand up if you have a favorite food. Sit back down if you eat other foods, too.</i>	 Read the book <i>Bread and Jam for Frances</i> .
Have volunteers hold up the six selected "Food Photos" or "Food Models" in front of the class. Identify ways foods are alike and different.	<i>Look at these pictures of different foods.</i> <i>How are these foods alike? How are they different?</i> Answers: dependent on the foods selected	
Discuss the benefits of eating a variety of food.	<i>Why do you think we should try to eat lots of different foods each day?</i> Answer: Different foods give our bodies different things we need to grow and have energy. For example, eating apples (fiber) gives our bodies different nutrients than a piece of string cheese (calcium).	
Hold up a glass of water and take a long drink. Explain the importance of water intake.	<i>Water...yum. Just like different foods, water is very important for our bodies. It keeps our bodies clean inside and running smoothly.</i> <i>Try to drink several glasses of beverages each day. Make water a beverage you drink frequently. Other good beverages to choose belong to food groups, such as milk and juice.</i> <i>We'll talk more about food groups in our next lesson.</i>	 If time permits, have students take a break to get a drink of water.  Encourage parents and students to bring water bottles to school to keep at their desks.

Application or Skill Practice: Reinforce the need for a variety of foods as fuel for the body.




Approximately 15 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Distribute a different "Food Photo" or "Food Model" to each student.</p> <p>Categorize foods by a variety of characteristics.</p>	<p><i>We are going to see how foods are the same or different from other foods. I will describe a food and ask you to move to a special place in the room if your food fits the description.</i></p> <p>Suggest the following:</p> <ul style="list-style-type: none"> designate different areas for different colors, such as red, yellow, green, brown, white, and other move to one side of the room if the food is crunchy and the other side if it is soft move to one side of the room if you eat the food with your hands and the other side if you eat the food with silverware move to one side of the room if you drink the food and the other side if you have to chew the food <p style="text-align: center;">www.fns.usda.gov/tn/Healthy/wellnesspolicy.html</p>	 <p>Encourage your school to adopt, and comply with, a healthy nutrition policy. Check out the U.S. Department of Agriculture, Food and Nutrition Services website for more information about policies or check with your State Board of Education to see if they advocate one.</p>
<p>Show the poster "Food Sources." Categorize foods by plant or animal source.</p>	<p>Suggest the following category:</p> <ul style="list-style-type: none"> plant source or animal source 	 <p>Read books about gardening and farm animals, such as:</p> <ul style="list-style-type: none"> <i>Eating the Alphabet: Fruits & Vegetables from A to Z</i> <i>Eat All Your Colors</i> <i>Let's Eat</i> <i>Spriggles—Health and Nutrition</i> <i>Now I Know—Healthy Me: Healthy Eating</i> <i>Farm Animals, Eye Openers</i> <i>Growing Vegetable Soup</i>  <p>Visit a local farm or ask a farmer to visit the classroom to talk about the source of foods.</p>  <p>Make vegetable soup in the classroom.</p>
<p>Have students make a variety snack plate to practice selecting a variety of nutritious foods.</p>	<p>Give each student a paper plate. Provide crayons or markers, magazines, scissors, and glue.</p> <p><i>Each of you can make a variety snack plate to show what foods you will eat as snacks to help your body have energy to grow and move.</i></p>	 <p>Have students keep a log of the "new" or different foods they try. Find a way to recognize or reward those who try new options.</p>

	<p><i>Think of several foods you will put on your plate. Pick foods that are different from each other so you will be eating a variety of foods. You might pick foods of different colors; some you would drink and others you would chew. Pick a new food to try.</i></p> <p><i>Draw them on your plate or find pictures in the magazines to glue on your plate.</i></p>	
Emphasize water intake.	<p><i>Now, draw a glass of water on your plate. This will remind you to drink approximately five or six glasses of beverages every day with water being a beverage you drink frequently.</i></p>	

Closure: Summarize the importance of eating a variety of foods for energy.

Approximately 3 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Ask students to describe something on their plates.	<p>Call on each student to tell one food they chose to put on their variety snack plate.</p>	
Ask students to decide what food they will eat to give their body energy to grow and move.	<p><i>We need to eat lots of different kinds of foods each day in order to grow strong and healthy.</i></p> <p><i>Tell your neighbor something you are going to eat to give your body energy to grow and move.</i></p> <p>Collect the plates for use in Lesson 2.</p>	 <p>Set up a grocery store with empty food containers and play food. Ask students to go grocery shopping and select healthy foods for dinner.</p>
Introduce the next lesson.	<p><i>Some of the foods we like for snacks help our bodies stay healthy. Others may taste good, but may not help us grow strong and stay healthy.</i></p> <p><i>In our next health lesson, we will learn how to tell if the foods you eat will help you stay healthy.</i></p>	 <p>Distribute the personalized teacher reference, "Family Letter: Healthy Snacks," if you plan to include snacks in Lesson 2.</p> 



Family Letter: Healthy Snacks

To: Parents/Family Members

Date:

From: [Teacher's Name]

Re: "Healthy Snacks"

We are studying how to keep our bodies healthy by eating nutritious foods. I need your help, please.

Bring Healthy Snacks

We want to try some healthy snacks. If you are willing to bring in snacks, we will need them on [date].

Here are some ideas:

- Fresh fruit, cut up or whole
- Low-fat cheese or milk
- Unsweetened, whole-grain cereal
- Low-fat yogurt
- Baby carrots and other vegetables with low-fat dip
- Trail mix
- Nuts and seeds
- Graham crackers
- Whole grain crackers
- Animal crackers
- Low-fat popcorn
- Soft pretzels with mustard
- 100% fruit juice
- Whole grain bread with peanut butter
- Baked corn chips
- Pretzels
- Celery stuffed with low-fat cheese, peanut butter, or hummus
- Dried apricots

We have [number] students in our class and would like enough for everyone to taste.

There is also a "Special Note" for you to return if you prefer your child avoid certain foods.

If you have questions, the best time to reach me is [time/day of week] at [phone number], or email me at [email address]. Thanks so much!

Teacher's Name



DONATING SNACKS

Deadline for Sign Up: [date]

I'd like to donate a healthy snack!

_____ will bring _____
Parent's Name Type of Snack

If you are willing to provide a healthy snack, return this sheet to me [teacher's name], by [date] so that I can be sure we have a variety of different snacks.

May I contact you if I need an alternative snack in order to provide a variety?

_____ Yes Your phone number: _____

Best time to call: _____

Your email: _____

_____ No



RETURN THIS SPECIAL NOTE TO ALERT YOUR CHILD'S TEACHER (if needed)

SPECIAL NOTE

Please make a special note that my child, _____, cannot eat the following foods:

_____ Parent's Name

_____ Date

