

**Outline of Lesson  
Healthy Meal: Good Eats  
Unit 1, Lesson 10  
Grade 1-3**

**Lesson Time: 65 Minutes**

**Lesson Outline:**

**1. Healthy Meal: Grains**

- Introduce grain food group, whole grains, and review all the pieces of the Healthy Meal

**2. Hand Washing and Critical Thinking Activity**

- Students draw or write about fruits and vegetables they eat

**3. Taste-test**

**4. Certificates**

- Hand out certificates and prizes

**5. Garden Activities and Healthy Meal Relay**

- Students get physical activity through gardening and Healthy Meal Relay


**Student Learning Objectives:**

By the end of this lesson students will:

- Be able to identify all the food groups that make up a healthy meal.
- Know what a serving size of each food group looks like.
- Understand the function of grains in our diet, and the difference between whole and refined grains.

## Healthy Meal: Good Eats

### Overview (for Teacher)

<b>Pre-Class Preparation</b>	Write students' names on CHANGE Certificates.
<b>Teacher Involvement During Class</b> 	<ul style="list-style-type: none"><li>• Oversee hand washing</li><li>• Hand out certificates</li><li>• Perform Healthy Meal Relay with half the class</li></ul>
<b>Post-Class Teacher Responsibilities</b>	None
<b>Vocabulary</b>	<p><b>Grains-</b> the tiny seeds of a cereal plant, such as: rice, corn, wheat, oats.</p> <p><b>Whole grain-</b> a grain that has all its parts and nutrients intact such as: wild rice, whole wheat, quinoa, oats.</p> <p><b>Refined grains-</b> grains that are subjected to many processes and have had parts and nutrients removed.</p> <p><b>Carbohydrate-</b> one of the substances in foods such as grains (bread, rice), fruits and starchy vegetables (potatoes, carrots, peas) that give you energy.</p>
<b>Critical Thinking Activity</b>	<ul style="list-style-type: none"><li>• 2<sup>nd</sup> and 3<sup>rd</sup> graders will list the fruits and vegetables they currently eat.</li><li>• ELL, K, and 1<sup>st</sup> graders will draw the fruits and vegetables they currently eat.</li></ul>
<b>Supplementary Activities</b>	None
<b>Web Resources</b>	None
<b>Suggested Books for Reading in the Classroom</b>	<ul style="list-style-type: none"><li>• Dooley, Nora. <u>Everybody Cooks Rice</u>. Scott Foresman, 1992.</li><li>• Dooley, Nora. <u>Everybody Bakes Bread</u>. Carolrhoda Books, 1996.</li><li>• Kellogg, Cynthia. <u>Corn: What it Is, What it Does</u>. Greenwillow, 1989.</li><li>• Kalz, Jill. <u>Grains</u>. Smart Apple Media, 2004.</li></ul>

## Healthy Meal: Good Eats

### EALR & GLE Alignment

EALR	GLE	Lesson Applications
<p><b>Science</b></p> <p>1.1 Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things</p> <p>1.2 Understand how components, structures, organizations, and interconnections describe systems</p>	<p>1.1.1 Understand simple properties of common natural and manufactured materials and objects</p> <p>1.2.1 Understand that things are made of parts that go together</p>	<p>The following apply to all Science GLEs:</p> <ul style="list-style-type: none"> <li>• Healthy Meal: Grains</li> </ul>
<p><b>Health and Fitness</b></p> <p>1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition</p> <p>2.2 Understand the concept of control and prevention of disease</p> <p>3.3 Use social skills to promote health and safety in a variety of situations</p>	<p>1.4.1 Identify the nutrients provided by a variety of foods and describe how bodily functions and physical performance are affected by food consumption</p> <p>2.2.1 Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases</p> <p>3.3.1 Express emotions constructively and form safe and respectful relationships</p>	<ul style="list-style-type: none"> <li>• Healthy Meal: Grains</li> <li>• Healthy Meal Relay</li>   <li>• Hand Washing</li>   <li>• Healthy Meal Relay</li> </ul>
<p><b>Communication</b></p> <p>1.1 Focus attention</p> <p>1.2 Listen and observe to gain and interpret information</p> <p>3.1 Use language to interact responsibly and effectively with others</p> <p>3.2 Work cooperatively as a member of a group</p>	<p>*GLE not available at this time</p>	<ul style="list-style-type: none"> <li>• Healthy Meal: Grains</li> <li>• Healthy Meal Relay</li>   <li>• Healthy Meal Relay</li>   <li>• Healthy Meal Relay</li> </ul>

## Healthy Meal: Good Eats

### Preparation Outline

#### Activity Supplies

#### Healthy Meal

- Plastic lunch room tray
- Colored food group labels
  - Orange: Grains
  - Green: Vegetables
  - Red: Fruit
  - Blue: Milk
  - Purple: Meat and Beans
- Yellow: Oils category label
- Removable tape or “sticky tac”
- 1 food model from each of the following food groups: meat and beans, milk, and fruit
- 2 food models from each of the following food groups: vegetable (1 cooked; 1 raw) and oils (1 tablespoon of salad dressing)
- Several food models from the grains food group to show serving sizes

#### Grains discussion

- 5-6 small plastic baggies of whole and refined grains (whole wheat flour, white flour, brown rice, white rice)

#### Taste-Test

Cut into small pieces the following foods (1 type of food per student) (approx. 24 students)

- Lettuce, carrot, chard, green cabbage, broccoli
- 6 plastic cooking trays (1 per learning team)
- 12-18 small paper plates (2-3 foods per plate)
- Classroom Tasting Challenge checklist

#### Certificates

- 1 pencil for each student

#### Healthy Meal Relay

- 6 brown paper grocery bags with colored labels from healthy meal
- 2 even numbered sets of food model pictures
- Stickers as prizes (1 per student)

<b>Overheads</b>	Tate-test
<b>Student Handouts</b>	Taste-test
<b>Teacher Handouts</b>	None
<b>Changes for K and ELL Classes</b>	None
<b>Rainy Day Activity Supplies</b>	None

## Healthy Meal: Good Eats

### Outline

### Content

#### Introduction and Lesson Overview (1 Min)

Today is our last class. We are going to learn about the last food group on our Healthy Meal, the grain group. Then we will review all of the pieces of the Healthy Meal, have a taste-test, and then go out to the garden to do some fun activities.

#### Healthy Meal: Grains (15 Min)

#### Healthy Meal: Grains

- Hold up the Healthy Meal tray. Put the Orange colored grain label on the board in front of the class. "Today we are going to put the last food group on our Healthy Meal, the grain group. Can anyone name a food that is made from grains?" Make a list of foods under the label.
- Call on students and hand out food models of grains as examples. Go through a list of 6-10 grain foods so students understand what foods are good sources of grains. Make sure students understand that one quarter of their plate should be covered with foods from the grain group.
- **Serving Sizes:** "You should eat about 5 servings of grains each day." A serving of grains is ½ cup of cooked cereal, pasta or rice, one slice of bread, or half a bagel. Show grains food models in appropriate serving sizes. Mention that the large bagel that they get at a bagel shop may be as many as 4 servings.

#### Nutrition Information about Grains

- **Introduction to Whole Grains**



- Grains are an important source of carbohydrates. Carbohydrates help fuel our brain, so we can think clearly, and help fuel our muscles when we play.
- Discuss with the class the difference between whole grains and refined grains.
- Using the contexts of the bean seed and the seed coat layers we removed during the "seeds" lesson, explain that this is how whole grains become refined grains, the outer layers are removed. Talk about the color of whole vs. refined grains; brown color usually means whole grains. And discuss the fact that nutrients are lost with each layer we peel off.
- Hold up examples of actual whole and refined grains (or have teachers carry examples around class).

- **Healthy Meal is Complete!**

**Healthy Meal: Wrap up**

The Healthy Meal tray should have all food groups filled in.

- Hold up each piece on the Healthy Meal tray and ask students what food group each represents. When they guess right place the model on the tray. Once all the pieces have been placed on the tray go through each food group and have the kids give examples of foods in each group, and tell you how much a serving is for that food.

**Hand Washing and Critical Thinking Activity (10 min)**

- **Review Hand Washing**

- **Hand washing and drawing or writing activity**






- **Prepare tasting trays**

- Review hand washing by demonstrating in front of the class and asking the class what to do next.
- Discuss appropriate behaviors for eating food in the classroom.
- Have K, 1<sup>st</sup>, and ELL draw pictures of fruits and vegetables they currently eat.
- Have 2<sup>nd</sup> and 3<sup>rd</sup> graders in teams write a list of fruits and vegetables that they currently eat. (one student writes while others throw out ideas).
- If appropriate for your class have the students write what they learned in CHANGE classes, and what they would like to learn more about.
- Have teacher dismiss students in groups to wash hands.
- While the teacher is working with the class on the writing question and hand washing, set-up and distribute the tasting trays for each learning team.

**Taste-Test (15 Min)**

- **Classroom Tasting Challenge**

- Put Taste-test on overhead.
- Hand out Taste-test to students.
- For each food, students take the vegetable and taste it and circle their response. There are no correct answers, just preferences. **The first food touched is the one they must taste.**
- For ELL/primary: use overhead to demo how to use chart for food tasting.
- Collect taste-test and return to educator.
- We have been using our Classroom Tasting Challenge Checklist (show checklist) to record how many students tasted and liked all the different fruits, vegetables and recipes in our classes. All classrooms in the school who are conducting CHANGE classes have a checklist like this. You have been competing with those classes. The class that tastes the most will win the Classroom Tasting Challenge. We will record our final tasting results today, and the educator will let you know in the next week or two, which class in your school has won

	the "Tasting Challenge"
<p><b>Certificates (10 Min)</b></p> 	<ul style="list-style-type: none"> <li>• Have the teacher walk around the classroom, handing out certificates and a prize to each student, calling out each student's name.</li> <li>• Have all students clap once when each person's name is called.</li> <li>• Explain to the students that this certificate shows they have graduated from CHANGE classes. They can show it to their parents. This certificate shows that you are an expert in gardening and nutrition.</li> </ul>
<p><b>Garden Activities and Healthy Meal Relay (15 Min)</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher leads Healthy Meal Relay</b></li> <li>• <b>Gardening fun</b></li> </ul>  	<ul style="list-style-type: none"> <li>• Split the class in half. Have one half of the class garden with the CHANGE educator while the other half runs the Healthy Meal Relay with the teacher.</li> <li>• <b>Gardening.</b> Work with the kids and have them weed, thin and harvest plants that are ready to be eaten, etc.</li> <li>• <b>Healthy Meal Relay.</b> Place 6 brown paper bags, with pictures of the 5 food groups and 1 oils category taped to them, in front of the kids about 15 feet away. If you have a large space, have the students run farther to the bags. If you have a small space, have students hop on one leg to get to the bags.</li> <li>• If it is a windy day, place a rock in each bag to keep them from blowing away.</li> <li>• Before starting the race, mention to students that this relay race is physical activity, and that it counts for 15 minutes toward the <b>1 hour of physical activity</b> that they need to get each day to stay healthy.</li> <li>• Place one set of food model pictures in front of each team.</li> <li>• The goal of the game is to have one student at a time from each team pick up a food model picture, run to the bags, put the picture in the correct bag, run back to their team, and tag the next person. The students will do this until all of the pictures have been put into a bag.</li> <li>• Once the race is finished the teacher will go through the bags and discuss with the students whether or not the foods are in the correct bag. All of the students will be winners and they will each get a sticker.</li> </ul>
<b>Review and Reflection</b>	None

# **Lesson Materials**

## **Healthy Meal: Good Eats**













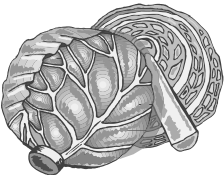







- **Taste-test**
- **Taste-test Tally Sheet**
- **Student Certificate**

## CHANGE Taste-Test

**Teacher:** Please read the directions aloud and have students circle their answers.

**Student:** Please circle the best answer.

**DIRECTIONS:** First taste each food, and then circle the face that shows how much you like each food. Circle the question marks if you did not taste the food.

#		I like it a lot	I like it a little	I do not like it	I did not taste
1.	<b>Carrot</b> 				???
2.	<b>Broccoli</b> 				???
3.	<b>Chard</b> 				???
4.	<b>Cabbage</b> 				???
5.	<b>Lettuce</b> 				???

Educator: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Taste-test Tally Sheet: K and ELL** School: \_\_\_\_\_

**Directions:** Please make copies of the test for your class and an overhead. Read each question aloud and have students circle the best answer. Use tick marks under columns to indicate student responses.

#	I like it a lot	I like it a little	I do not like it	I did not taste	Ideal Answer
1					I like it a lot
2					I like it a lot
3					I like it a lot
4					I like it a lot
5					I like it a lot

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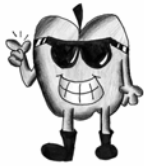
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