

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

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LESSON 3.3

What Are We Eating?

Unit:
FOOD AND NUTRITION

PRECEPTS

- G. Physical Growth
- G2. Respect one's body

NATIONAL STANDARDS

- CS.02.01.01.b. Create a balanced menu to ensure appropriate proportions of desired nutritional elements.
- FPP.04.02.02.a. Identify and describe products derived from fruits and vegetables.
- NL-ENG.K-12.12 – Applying Language Skills
- NS.K-4.6 – Science in Personal and Social Perspectives
- NT.K-12.5 – Technology Research Tools



Lesson Type:
Large Group

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Identify locally grown fruits and vegetables.
- Make *healthy* menu *choices*.
- Use a food pyramid diary to track their weekly menu.





TIME

Instruction time for this lesson: **50 minutes.**



RESOURCES

United States Department of Agriculture Food and Nutrition Service. (2005). *MyPyramid*. Retrieved March 4, 2010, from United States Department of Agriculture website: http://www.fns.usda.gov/TN/Resources/mpk_poster2.pdf.



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ PALS3.3.LG.AS.A - one per student
- ✓ PALS3.3.LG.AS.B - one per student
- ✓ PALS3.3.LG.ASSESS.A - one per student
- ✓ Menus from a local restaurant
- ✓ Computer lab and Internet access
- ✓ File folders or 11" x 17" sheets of blank paper
- ✓ Writing paper
- ✓ Markers
- ✓ Pencils
- ✓ Colored pencils

KEY TERMS



The following terms are presented in this lesson and appear in ***bold italics***:

Healthy Choices



CONTENT OUTLINE

Objective 1. | Identify locally grown fruits and vegetables.

- A. Identify six locally grown fruits and vegetables
 - 1. What farmers markets are in the area?
 - 2. Help students identify locally grown crops

Objective 2. | Make ***healthy menu choices***.

- A. Take a closer look at the food pyramid and recommended daily servings
- B. Create your own menu

Objective 3. | Use a food pyramid diary to track their weekly menu.

- A. What are we eating this week?

INTEREST APPROACH

*As students walk into class, hand them a menu from a local restaurant. (Many restaurants have printable menus online.) Students will examine the menu, select five meals and rank those meals from healthiest to least **healthy**.*



Take three minutes to scan the menu. Next, select five meals and rank them from healthiest to least **healthy**.

GO!

*After three minutes, students specifically look at the healthiest meal and the least **healthy** meal. Students will identify at least three reasons why they placed the meals as healthiest and least **healthy**.*



Now that we have identified five meals from healthiest to least **healthy**, let's examine why these are placed the way they are. Take another three minutes to identify specific ingredients or cooking methods that make these meals **healthy** or less **healthy**. What clarification is needed? We will meet back in three minutes.

Assist students with this activity, encouraging students to look at specific ingredients or cooking methods used for these meals.



Who will share their ideas?

Have three students share their ideas about specific ingredients that make a meal more or less healthy. Responses may include: Meal was fried, meal was grilled, there were a lot of vegetables, fruits accompanied the meals, etc.



We have a number of **choices** when it comes to what foods we eat. It's ultimately our decision as to whether we choose to eat healthier foods or load down our bodies with excess fat. A good tool to help us create a balanced diet is the food pyramid. This pyramid serves as a guide for us and gives us recommended daily servings for each group. Today we will take a closer look at the pyramid and make **healthy** food **choices** for our bodies.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Identify locally grown fruits and vegetables.



Give students PALS3.03.LG.AS.A. Give them 30 seconds to take a quick glance at the food pyramid. Point out to students the fruit and vegetable groups, noting their recommended daily servings.



Let's take a look at this food pyramid, our guide to a **healthy** and balanced diet. Direct your attention to the fruit and vegetable sections. What are the recommended daily servings for these two categories?

Two and a half cups for vegetables and two cups for fruits.



These two groups are two of the most important groups and easy ways to add a lot of health to our daily diets. Fruits and vegetables are filling foods and are **healthy** for us to eat on a daily basis. There are a number of locally grown fruits and vegetables that we should take full advantage of as we work to balance our diets.

Take students to a computer lab and have them find six locally grown fruits and vegetables. Give students PALS3.03.LG.AS.A to record the locally grown fruits and vegetables they find. If a computer lab is unavailable, materials can be gathered by the teacher prior to class using Internet sources or extension materials and brochures can be obtained.



Take the next 10 minutes to find six locally grown fruits and vegetables. Record these in illustration form on your assignment sheet.

Assist students with finding the locally grown fruits and vegetables. At the conclusion of 10 minutes, have students share their results with three other people.



Now that we each have six locally grown fruits and vegetables, we will share these findings with the rest of the class. When I say GO, find a classmate and swap answers. Record at least two of the fruits and vegetables they found on your assignment sheet. When you hear ROTATE, find a different classmate, swap answers and record at least two of their fruits or vegetables on your assignment sheet. Finally, when you hear the words LAST SWAP, find a third classmate, swap answers and record at least two of their fruits and vegetables on your assignments sheet. When finished, return to your seat. What questions do you have?

GO!

Allow time for students to find a classmate, swap answers and record two fruits or vegetables on their assignment sheet.

ROTATE!

Allow time for students to find another classmate, swap answers and record two fruits or vegetables on their assignment sheet.

LAST SWAP!

Allow time for students to find a third classmate, swap answers and record two fruits or vegetables on their assignment sheet.



We have discovered a number of fruits and vegetables grown locally. These are readily available to us and should be incorporated into our daily diets in order to get the recommended daily servings of fruits and vegetables.

OBJECTIVE 2. | Make *healthy menu choices*.



Now that we have established what fruits and vegetables are readily available to us, let's see what we can do to modify the menu **choices** we looked at earlier.

Have the following items available for students' menu creations: file folders or 11" x 17" sheets of blank paper, writing paper, markers, pencils and colored pencils.



Earlier today we looked at menus from local restaurants. We have the opportunity to revamp those menus and adjust them to better meet the food pyramid requirements. Examine the food pyramid and these menus and decide what can be added or removed from the menu to make the meals healthier. Let's practice. Looking at our menus, what do we see that can be adjusted to make the menu healthier?

Solicit responses from students. Some examples may include: adding fruits and vegetables, grilling instead of frying, etc.



Sounds like we are on the right track. Now let's get creative! Take the next 15 minutes to create a menu of your own. Using the file folders or large sheets of paper, design the cover of your menu and create at least three meals and/or desserts that include items from each of the groups on the food pyramid. Be creative and be sure to ask for assistance if necessary. Let's get rolling!

Observe students and their menu creation. Encourage students to keep the food pyramid in mind when creating meals and/or desserts. At the conclusion of 20 minutes, have students display their menus around the room. Use a modified Graphic Artist e-Moment® to have students do a gallery walk around the classroom, looking at students' creations.



These look great! As you begin to finish, place the finished menus around the room. We will take three minutes to do a gallery walk around the room, looking at each other's creations. As you walk, record your top three menu ideas on your assignment sheet. Let's begin!

OBJECTIVE 3. | Use a food pyramid diary to track their weekly menu.



Have a conversation with the students about what they eat regularly – breakfast, lunch, dinner, snack, etc; what they eat after a stressful day; what they eat when they are upset, etc. Use the questions below to help guide the discussion.



What did we have for breakfast? Does everyone regularly eat before school? If so, what do we eat? What about lunch? Here's the super-kicker: After a stressful day at school, when we're feeling a little bit tired or thirsty, do we go for a soda or a candy bar?

Some responses will be yes to reaching for a soda or candy bar. Focus on these and lead students in a discussion about empty calories and doing harm to your body quickly.



If that's what we grab, we are in for more than what we bargained for. If we make a pit stop at a local quick station to get a 32 oz. drink or at McDonald's for a 42 oz. super-sized Coke or just go home and do The Dew, we may be making ourselves unhealthy. There may be phosphoric acid and enough sugar to cause cities of cellulite to spring up all over our bodies along with having a mouth full of decaying teeth. Colas and other drinks, even though they are refreshing, can be harmful to our bodies, especially if we are not getting enough calcium. What would be a better choice for snack?

Responses should include a piece of fruit, chunk of cheese, etc.



Everyone makes **choices** about what they eat. Some people make better **choices** than others. We build a **healthy** body by making these **healthy** food **choices**, and it is our responsibility to keep our body **healthy**. If we overload it with excess fat and sugars, we are not showing a lot of respect for our bodies. Instead we need to take a look at the food pyramid and get daily exercise to keep us on the right track.

Give students PALS3.3.LG.AS.C.



The first step in this process is seeing where we currently stand. Here is a food pyramid diary. Our challenge this week is to track exactly what we are putting in our bodies. We will begin with today.

Instruct students to complete the chart for the appropriate day and then give them suggestions for how to complete this chart the rest of the week.



Let's begin with today. What did we eat for breakfast? Then move on to our morning snack. Then on to lunch and finally the afternoon snack. At the end of the day, add up the total servings of bread, fruits, vegetables, dairy products, and meat or protein. We will use our food pyramid to check whether or not we have fulfilled the recommended daily servings. What questions do we have about how to use this tracker this week?

Answers questions or provide clarification.



We will meet again in one week to take a look at our tracker, so be sure to stay up-to-date!



REVIEW / SUMMARY



Today we have traveled into the realm of **healthy** eating. This is the first step in showing respect to our bodies and keeping it **healthy** and balanced. We are ultimately the deciding factor when it comes to what we put in our bodies. Let's review a few things that will help us show respect for our bodies. How might we do this?

Responses will include eating more vegetables, eating more fruits, eating according to the food pyramid, staying away from fried foods, etc.



How will we benefit from respecting our body and following the tips we just discussed?

Responses will include being able to live longer, being able to be more active at an older age, having more resistance to disease and illness, etc.



Sounds like we are on the right track. Thanks for being so attentive today!

APPLICATION



One-on-One Idea

After one week, meet with students individually to discuss their food diary. Offer suggestions and discuss how to make their food diary more balanced. Help the student set a goal for the following week about the balance of their diet and food diary.

Continued Discussion

Have students research the locally grown fruits and vegetables found in Objective 1. Have students research how these plants are grown and the nutritional benefits of them. Make a brochure about these fruits and vegetables to present to the class.



EVALUATION

ANSWERS TO EVALUATION:

Answers will vary according to location. Answers should reflect those found in Objective 1.



PALS3.3.LG.ASSESS.A

Name _____

Identify six locally grown fruits and vegetables.

1.

2.

3.

4.

5.

6.



PALS3.3.LG.AS.A

Locally grown fruits and vegetables

1.

2.

3.

4.

5.

6.

PALS3.3.LG.AS.B

SATURDAY					
FRIDAY					
THURSDAY					
WEDNESDAY					
TUESDAY					
MONDAY					
SUNDAY					
	BREAKFAST	SNACK	LUNCH	SNACK	DINNER