

GRADE K: LESSON PLAN 2

NUTRITION: MAKING HEALTHY FOOD CHOICES

Goals

Students will understand the importance of making healthy food choices for a healthy heart.

Instructional objectives

Students will be able to

1. Discuss the connection between what we eat and a healthy body and heart.
2. Discriminate between healthy foods, or “good choices,” and “junk food.”
3. Plan a healthy meal or snack.

Background information

Students must be able to identify foods that they eat everyday, either from pictures or by name. They need to understand the concept of “healthy” as something that is good for the body. Students also need a basic understanding of the heart’s function—that it pumps the oxygen- and nutrient-carrying blood that our bodies need to be healthy. Students should also understand the definition of a healthy diet, which includes recommended daily servings from each of the major food groups and portion sizes based on age and activity level.

Materials

1. Illustration: “Inside Me” (Activity K–A)
2. Booklet: “I’m Heart Smart!” (Activity K–E)
3. Toy foods or artificial fruits and vegetables; cans of food or packages of food with pictures on the containers; or pictures of food from magazines mounted on poster paper
4. Bags, baskets, or buckets and play money
5. Old magazines or newspapers
6. Box of clothing and hats for costumes
7. Paper, crayons, scissors, glue, pipe cleaners, etc.
8. Paper plates
9. Kraft (butcher) paper
10. Simple illustration or representation of the major food groups or the MyPyramid food guidance system
11. Pictures for discussion
12. Playdough or clay
13. Selections of children’s literature on subject of food choices (*see Additional Resources*)

Introduction

Display a picture of a person who appears to be sick in bed and a picture of an active person who appears to be happy and healthy. Encourage a discussion about how the people in the pictures might feel. Ask students to talk about the things we can do to make sure we are like the healthy, active person.

Review the general function of the heart, and ask students what might happen if we don’t take care of our hearts.

Lesson procedures/activities

Choose a piece of children's literature on the subject of food choices (see *Additional Resources*), such as *Finn Cooks* by Birtie Miller, to read to the students. Discuss the main characters' food choices. For example, using the book *Finn Cooks*, students could list all of the "junk food" or unhealthy choices that Finn makes. Emphasize the point that Finn makes some of the same food choices that we do. Tell the students that just as Finn's mother wants to make a meal that is better for Finn, so do we want to make meals that are healthful and good for us.

1. Introduce a simple version of the major food groups or of MyPyramid that includes pictures of food. Discuss the different classifications of foods with the students. Provide toy foods or pictures of foods for students to match with the foods on the food group chart. Ask students to tell the class what their favorite fruits and vegetables are and discuss how they taste. Help students categorize foods under the headings meats and beans; milk; grains; fruits and vegetables; and oils. Talk about how eating too much of one kind of food can be unhealthy. Remind students of what happened to Finn when he ate a lot of "junk food." Help students understand that we need all of the nutrients from all of the food groups to have a healthy body, but that some of these foods should be eaten in limited amounts. Using MyPyramid, discuss which foods should be limited.
2. Show pictures of food choices and have students vote on those choices by giving a "thumbs up" for healthy food choices and "thumbs down" for unhealthy or "junk food" choices. (Make sure you choose pictures of foods that can be readily recognized and discriminated by kindergartners.)
3. Divide students into groups that will rotate through centers. Before students begin the rotations, explain the directions for each center and show examples of the products that they will make at some of the centers.
 - **Center 1: Shopping for Healthy Food Choices**
Set up a small area of the room to represent a grocery store, with items on shelves made to look like food items you would find in a store. Designate something to represent a cash register with play money. Provide

students with play money and shopping containers.

Students may take turns role playing as the clerk.

Students in the center are to shop for healthy choices to make a favorite meal. The clerk will check their baskets to make sure their choices are "good choices."

- **Center 2: Planning a Healthy Meal**

Set up an area of the room to represent a home kitchen. Provide a collection of magazines or newspaper advertisements, glue, scissors, crayons, and paper plates. Using a food group chart or MyPyramid as a guide, have students find pictures of food in magazines or newspapers and plan a meal. Provide an example to show students how they can organize their plates to include their choices. Tell the students they may plan a healthy snack or a complete breakfast, lunch, or dinner. After the students have completed putting the pictures on their plates, they may categorize them under labels you have placed in the room: Healthy Snack, Healthy Breakfast, Healthy Lunch, Healthy Dinner.

- **Center 3: Food Groups (Classification Center)**

Provide clay, playdough, crayons, heavy paper, pipe cleaners, and other materials. Students may use these materials to create a representation of their favorite healthy food, which will be displayed in the Class Art Museum.

- **Center 4: Helping Finn Make Better Choices**

(For the purposes of providing an example of how this center could be developed, the book *Finn Cooks* will be used.) Set up a box of clothing, props, hats, and furniture from the Home Center. Because this could be a rather noisy center, consider a location where there will be minimal distractions for other groups. Have the students role play the story as it was read to them. Then, have the students change the story so that Finn is making better food choices and have them role play it again.

Independent practice

In a large-group setting, show the students an enlarged version of "Inside Me" (Activity K-A). Review the earlier discussion about what the heart needs: healthy foods from all of the food groups and exercise to stay strong. Have students begin to work in their booklets, "I'm Heart Smart!" (Activity K-E), with drawings, words, and pictures. (For kindergarten students, it may be best to cut the pages apart and give directions one page at a time.)

Assessment

Using an observation checklist and rubric, you may assess students’ understanding of the lesson objectives as you observe their responses during center activities and large-group discussions and from examination of their booklet product.

| Objective | Demonstrated lesson objective | Partially demonstrated lesson objective | Did not demonstrate understanding of the objective |
|-------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------|----------------------------------------------------|
| Describes, through activities or verbally, the connection between a healthy diet and a healthy heart | X | | |
| Discriminates healthy foods from “junk foods” | X | | |
| Plans at least one healthy meal or snack | | X | |

Lesson adaptations

Students with fine motor difficulties may experience more success in Centers 1 and 4, while students who are reluctant to verbalize or have expressive language difficulties may be more successful in Centers 2 and 3. Activities have been designed to meet the developmental needs of diverse learners, because students are given the opportunity to match concrete objects to representations of objects and manipulate a variety of objects and materials. They are also given opportunities to apply their learning about healthy food choices through simulations of “real-life” experiences.

** An additional independent activity (Activity K–F) is included in the Lesson Plan Activities section.*

Extension activities

For students who are ready for more complex learning tasks, the following activity may be considered:

- Using copies of a menu from a restaurant that uses pictures, have students circle or put a check mark beside those items that are healthy choices and put an “X” through those that are not good choices.

Closure

Provide an opportunity for students to share with their classmates their self-portraits, healthy meals, and their food art. As students are sharing, take the opportunity to review the lesson objectives.

Culminating activity

Make a list of the students’ favorite fruits and vegetables as they share their meals and food art with classmates. Either purchase the ingredients for a fruit salad and vegetable soup for the class, or send a list of the food items home and ask parents to help in providing the ingredients. With the help of parent volunteers, prepare the feast in class, allowing the students to watch as the different fruits and vegetables are cut. Some students may have never experienced the taste of some of the foods. It is important to introduce students to new foods and increase the variety of what they eat, but it should also be pointed out that some people prefer some foods over others, and we don’t have to eat every kind of fruit or vegetable to achieve proper nutrition.

GRADE K: LESSON PLAN 2

ADDITIONAL RESOURCES

Children's literature

- Bagley, Katie. *Eat Right*.
- Barchers, Suzanne and Rauhen, Peter. *Storybook Stew*.
- Barron, Rex. *Showdown at the Food Pyramid*.
- Berenstain, Stan and Berenstain, Jan. *The Berenstain Bears and Too Much Junk Food*.
- Carle, Eric. *The Very Hungry Caterpillar*.
- Child, Lauren. *I Will Never Not Ever Eat a Tomato*.
- Cooper, Helen. *Pumpkin Soup*.
- Ehlert, Lou. *Eating the Alphabet*.
- Ehlert, Lou. *Growing Vegetable Soup*.
- Frankel, Alona. *Prudence's Book of Food*.
- Gaga and Friends. *Pass the Celery, Ellery*.
- Gordon, Sharon. *You Are What You Eat*.
- Gustafson, Scott. *Alphabet Soup*.
- Herman, Debbie. *Carla's Sandwich*.
- Hobar, Russell. *Bread and Jam for Francis*.
- Kelley, True. *School Lunch*.
- Mayer, Mercer. *Good for Me and You*.
- Miller, Birte. *Finn Cooks*.
- Rockwell, Lizzie. *Good Enough to Eat*.
- Rubel, Nicole. *No More Vegetables*.
- Sears, William. *Eat Healthy, Feel Great*.
- Sharmat, Mitchell. *Gregory the Terrible Eater*.
- Sliverstein, Alvin. *Eat Your Vegetable! Drink Your Milk!*
- Smallwood, Sally. *Cool as a Cucumber*.
- Smallwood, Sally. *Sweet as a Strawberry*.
- Snow, Regeen. *Eat Your Peas, Louise*.
- Stevens, Janet and Crummel Stevens, Susan. *Cook-a-Doodle-Do*.
- Trumbauer, Lisa. *Eating Well*.
- Wells, Rosemary. *Max and Ruby's Midas*.
- Williams, Rozanne Lanczak. *Good Choices for Cat and Dog*.

Websites

- texasheart.org
- www.americanheart.org
- www.health.howstuffworks.com/adam-200083.htm
- www.mypyramid.gov