

# Healthy Diet

**Grade Level or Special Area:** 2<sup>nd</sup> Grade, Science

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**Length of Unit:** Five lessons plus Culminating Activity (approximately six days, one day = 40-50 minutes)

## I. ABSTRACT

In this unit, 2<sup>nd</sup> graders will learn about eating a healthy diet. They will learn about vitamins and minerals and how they play an important part in keeping us healthy. They will also plan and analyze meals using the food pyramid.

## II. OVERVIEW

### A. Concept Objectives

1. Students recognize that eating a healthy diet is an important component to maintaining health. (*Core Knowledge Teacher Handbook Grade 2*)
2. Students understand how the human body functions, factors that influence its structures and functions, and how these structures and functions compare with those of other organisms. (Colorado Content Standard 3.3, Science)

### B. Content from the *Core Knowledge Sequence*

1. 2<sup>nd</sup> Grade Science: The Human Body (pg. 60)
  - a. Taking Care of Your Body: A Healthy Diet
    - i. The “food pyramid”
    - ii. Vitamins and minerals

### C. Skill Objectives

1. Students will describe the basic food requirements for humans as summarized in the food pyramid. (Colorado Content Standard 3.3, Science)
2. Students will understand that vitamins and minerals help your body perform specific functions.
3. Students will understand that different vitamins and minerals come from the different food groups.
4. Students will plan a healthy meal using the food pyramid as a guideline.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. *Core Knowledge Teacher Handbook Grade 2*
2. *Eat Healthy, Feel Great* by William Sears, Martha Sears and Christie Watts Kelly

### B. For Students

1. Kindergarten Science: The Human Body
  - a. Taking care of your body: exercise, cleanliness, healthy foods, rest
2. 1<sup>st</sup> Grade Science: The Human Body
  - a. Germs, Diseases and Preventing Illness
    - i. taking care of your: exercise, cleanliness, healthy foods, rest

## IV. RESOURCES

- A. *Eat Healthy, Feel Great* by William Sears, Martha Sears and Christie Watts Kelly (Lesson Two)

## V. LESSONS

### Lesson One: Food Pyramid (45-50 minutes)

#### A. Daily Objectives

1. Concept Objective(s)
  - a. Students recognize that eating a healthy diet is an important component to maintaining health.
  - b. Students understand how the human body functions, factors that influence its structures and functions, and how these structures and functions compare with those of other organisms.
2. Lesson Content
  - a. Taking Care of Your Body: A Healthy Diet
    - i. The “food pyramid”
3. Skill Objective(s)
  - a. Students will describe the basic food requirements for humans as summarized in the food pyramid.

#### B. Materials

1. Appendix A – Food Pyramid (make two posters, save one for Lesson Two)
2. Appendix B – Food Groups (one copy for the teacher)
3. Magazines and/or grocery ads (enough for each student to have at least one)
4. Scissors (one pair for each student)
5. Glue (one bottle for each group)
6. Appendix D and Appendix A – Homework and Food Pyramid (one copy for each student, run this front to back)
7. Appendix C – Study Guide (one copy for each student)
8. Optional – Appendix F, page 1 – Healthy Snacks Letter (one copy for each student)

#### C. Key Vocabulary

1. A *balanced diet* includes a mixture of foods from a variety of food categories such as grains, fruits, vegetables, dairy, meats and fish and fats.

#### D. Procedures/Activities

1. **Prepare ahead of time:** Appendix A should be made into two posters, save one poster for Lesson Two.
2. Ask the students: What can you do to be healthy? *Exercise, eat healthy foods and get plenty of rest.*
3. Hang up the first poster of the food pyramid. Tell the students that there are five food groups plus the fats, oils and sweets to make six groups on the food pyramid. Have someone read each group name aloud to the class.
4. Make a chart on the board that looks like Appendix B without the foods listed. Start with the grains group and ask the students to help you make a list of some of the items you might find in this group. Repeat this with each group. (Use Appendix B to help you if you need some suggestions.)
5. Tell the students that they are going to help in the food pyramid with foods that belong in each group. Divide the students into six groups and assign them each a group from the food pyramid.
6. Tell the students that their group needs to find foods that fit into their assigned group. (Fruit group needs to find fruit, vegetable group needs to find vegetables.)
7. Pass out magazines and grocery ads to each group as well as scissors.
8. Give the groups about 10 – 15 minutes to find and cut out pictures.
9. Have the groups clean up and then choose which pictures their group wants to glue to the food pyramid poster. (Make sure to not have too many duplicates in each group. Three pictures of grapes are too many.)

10. Have each group send one person at a time to glue one of their pictures to the poster. (Hang this poster up for the rest of the unit.)
  11. Tell the students the food pyramid is a guide to help us know what to eat so we can be healthy. Ask the students: Which group is the biggest? *Grains Group* Which group is the smallest? *Fats, Oils and Sweets* Why do think this is? *The grains group is healthier for us than the fats, oils and sweets group.*
  12. Tell the students the higher you go, the less you need on the food pyramid. Ask the students: Does that mean that I can't eat anything from the fats, oils and sweets group? *No, you should only eat a little from that group.*
  13. Tell the students they should try to eat a balanced diet every day. Ask the students: What is a balanced diet? *A balanced diet includes a mixture of foods from a variety of food categories such as grains, fruits, vegetables, dairy, meats and fish and fats.*
  14. Pass out Appendix D and Appendix A, run front to back, to each student and read through the directions together. Make sure the students understand that it does not matter what they eat for dinner as long as they write everything down and the backside will be completed together in class tomorrow.
  15. Pass out Appendix C and assign questions 1-4.
  16. Optional: Send Appendix F, page 1 home with each student. The letter should be returned to you tomorrow so you can send out confirmation notes. Snacks would be brought in the last two or three days of the unit. (You may want to allow parents enough time to plan by sending the letter home a few days before you start the unit.)
- E. *Assessment/Evaluation*
1. Pass out Appendix D and Appendix A. This is homework to be completed for the next day.
  2. Pass out Appendix C and assign questions 1-4. Grade this tomorrow.

**Lesson Two: Balanced Diet (50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize that eating a healthy diet is an important component to maintaining health.
    - b. Students understand how the human body functions, factors that influence its structures and functions, and how these structures and functions compare with those of other organisms.
  2. Lesson Content
    - a. Taking Care of Your Body: A Healthy Diet
      - i. The "food pyramid"
      - ii. Vitamins and minerals
  3. Skill Objective(s)
    - a. Students will describe the basic food requirements for humans as summarized in the food pyramid.
    - b. Students will understand that vitamins and minerals help your body perform specific functions.
    - c. Students will understand that different vitamins and minerals come from the different food groups.
    - d. Students will plan a healthy meal using the food pyramid as a guideline.
- B. *Materials*
1. Appendix A – Food Pyramid (blank poster from Lesson One)
  2. Appendix A – Food Pyramid (one copy on a transparency)

3. *Eat Healthy, Feel Great* by William Sears, Martha Sears and Christie Watts Kelly
  4. Magazines/Grocery Ads (enough for each student to have at least one)
  5. Appendix E – Balanced Meal (one copy for each student)
  6. Crayons (enough for each student)
  7. Scissors (one pair for each student)
  8. Glue (one bottle for each student)
  9. Optional – Appendix F, page 2 – Healthy Snacks Letter (1/3 of the page for each student who returned their letter from yesterday)
- C. *Key Vocabulary*
1. A *balanced diet* includes a mixture of foods from a variety of food categories such as grains, fruits, vegetables, dairy, meats and fish and fats.
  2. *Minerals* are substances that keep your teeth and bones strong and also help your body do special jobs.
  3. *Nutrients* are substances, like proteins, minerals and vitamins, that let your muscles move and your body work and grow.
  4. *Vitamins* are substances, such as vitamins B and C, that help your body do special jobs and keep you healthy.
- D. *Procedures/Activities*
1. Have the students take out their homework (Appendix D) from last night. (If anyone did not do their homework, they can use the meal from the lunch menu to do this activity.)
  2. Put Appendix A on the overhead and show the students how to write everything they ate for dinner in the different food groups. (Example: Hamburger – meat in the meat group, bun in the grains group, ketchup in the fats, oils and sweets, pickles in the vegetable group, lettuce in the vegetable group, tomato in the vegetable group and mustard in the fats, oils and sweets) Help the students to do the same on their own worksheet.
  3. Tell the students in order to have a balanced meal they need to have something from each food group. Ask the students: Are any of the groups on your food pyramid empty? Which one(s) are empty? What could you have added to your meal to make your meal balanced?
  4. Read the book *Eat Healthy, Feel Great* to the students, stop on page 6 and 7. On the board, make a list of the green-light foods that you see on these pages. Stop on pages 8 and 9 and make a list, on the board, of the yellow-light foods that you see. Stop on pages 10 and 11 and make a list, on the board, of the red-light foods that you see.
  5. (Now you will need the blank poster of Appendix A from Lesson One.) Continue reading the story and stop on pages 16-21 to add information to Appendix A. On page 16, it tells us that we get protein from chicken, beans and cheese. Write protein in the meat and beans group and the dairy group. On page 17, it tells us that we get healthy fats from fish, eggs, and peanut butter. Write healthy fats in the meat and beans group. In addition, on page 17 it tells us that we get complex carbohydrates from whole-grain bread, cereal and pasta. Write complex carbohydrates in the grains group. Continue this through pages 18-21. (Hang this poster up for the rest of the unit.)
  6. When the book is finished, look at the completed Appendix A. Ask the students: Why do you think it is important to eat food from all of the different groups? *Each group gives different nutrients, vitamins and minerals that our bodies need.* Is it okay for me to eat only carrots from the vegetable group and nothing else from that group? *No, because foods in the same group can give us different*

*amounts of vitamins and minerals.* What about the fats, oils, and sweets group, do I need to eat something from that group to have a balanced meal? *No, because that group does not provide us with any nutrients, vitamins or minerals.* Is it okay to have something from the fats, oils, and sweets group as part of my meal? *Yes, as long as it is in moderation.*

7. Let students know that a meal from a hamburger from a fast food restaurant is different from a hamburger cooked at home. Food from fast food restaurants tends to be high in fats and oils that are not good for us. It is still okay to eat at fast food restaurants as long as it is in moderation.
8. Tell the students they are going to plan their own balanced meal. You can choose breakfast, lunch or dinner. First, you will need to plan your meal and put it on the food pyramid. Then you will need to draw a picture of your meal, cut out pictures of your meal or a combination of both. Before you start to make your picture, you need to get your paper checked by me.
9. Pass out Appendix E and let the students get to work.
10. Assign questions 5-8 on Appendix C. These will be due tomorrow.
11. Optional – Fill out the Appendix F, page 2 for the students who returned their letter from yesterday. Send this home today.

E. *Assessment/Evaluation*

1. Pass out Appendix E and monitor the students as they work.
2. Assign questions 5-8 on Appendix C. Grade these questions tomorrow.

**Lesson Three: How Many Servings Do I Have to Eat? (40-45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize that eating a healthy diet is an important component to maintaining health.
  - b. Students understand how the human body functions, factors that influence its structures and functions, and how these structures and functions compare with those of other organisms.
2. Lesson Content
  - a. Taking Care of Your Body: A Healthy Diet
    - i. The “food pyramid”
    - ii. Vitamins and minerals
3. Skill Objective(s)
  - a. Students will describe the basic food requirements for humans as summarized in the food pyramid.
  - b. Students will understand that vitamins and minerals help your body perform specific functions.
  - c. Students will understand that different vitamins and minerals come from the different food groups.
  - d. Students will plan a healthy meal using the food pyramid as a guideline.

B. *Materials*

1. Appendix A – Food Pyramid (poster from Lesson One)
2. CD – any one is fine (you are using it to show a serving size)
3. Hockey puck
4. Baseball
5. Two dominoes
6. Deck of playing cards
7. Appendix G, pages 1 and 2 – Food Pictures (one set cut out and laminated)
8. Appendix G, page 3 – Food Pictures Answer Key (one copy for teacher)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Review the food groups on the food pyramid and some items that go in each group. Review what a balanced meal is let the students know that it is okay to not eat a balanced meal every single meal. If you eat lunch and don't have anything from the vegetable group you could eat some carrots and celery for your afternoon snack to make up for it.
2. Tell the students now that we have learned about the food pyramid and balanced meals you're wondering how much from each food group should we be eating each day. (Let the students volunteer some answers.)
3. Hang up Appendix A where everyone can see it. Tell the students it is recommended that they eat six servings from the grains group each day. Write six servings under the grains group title on Appendix A.
4. Ask the students: How many servings from the vegetable groups should we eat each day? *3-5 servings a day*. Write this under the vegetable group on Appendix A.
5. Ask the students: How many servings from the fruit group should we eat each day? *2-4 servings*. Write this under the fruit group on Appendix A.
6. Ask the students: How many servings from the dairy group should we eat each day? *2-3 servings*. Write this under the dairy group on Appendix A.
7. Ask the students: How many servings from the meat and beans group should we eat each day? *2-3servings*. Write this under the meat and beans group on Appendix A.
8. Ask the students: How many servings from the fats, oils and sweets group should we eat each day? *Only a little*. Write this under the fats, oils and sweets on Appendix A.
9. Remind the students – The higher you go, the less you need on the food pyramid.
10. Ask the students: How much is one serving? (Let them share some answers.)
11. Hold up a CD and tell the students that one serving of bread is about the size of a CD and as thin as your finger.
12. Hold up a hockey puck and tell the students this is about the size of  $\frac{1}{2}$  cup.  $\frac{1}{2}$  cup is about the serving size for: oatmeal, cooked pasta, vegetables like carrots or green beans, applesauce, fruit salad.
13. Hold up a baseball and tell the students this is about the size of 1 cup. 1 cup is about the serving size for: dry cereal, leafy vegetables like lettuce or spinach, milk, yogurt. Tell the students that a medium piece of fruit is about the size of a baseball and it equals one serving.
14. Hold up two dominoes and tell the students that this is about one serving for cheese.
15. Hold up a deck of cards and tell the students this is about 3 ounces, which equals one serving for: meat, poultry, or fish.
16. Tell the students to imagine a hamburger with lettuce, tomato, and pickles on it. Ask the students: How many servings of bread are there? *Two, for the bun*. How many servings of meat are there? *One*. How many servings of vegetables are there? *About  $\frac{1}{2}$  - 1 serving including all of the vegetables, lettuce, tomato and pickles*. *It would also depend on how much of each is put on the hamburger*. Would it be hard or easy to get all of the recommended servings each day from the food pyramid? *It would probably be easy*.
17. Put the students into pairs. Pass out one card from Appendix G to each pair of students. Have the pairs discuss how many servings they think they have in the

pictures. Allow them time to share their card and answer with the class.  
(Approximate answers on Appendix G, page 3.)

18. Assign questions 9-12 on the study guide. If time permits, allow the students to begin working on this in class. These questions are due tomorrow.

E. *Assessment/Evaluation*

1. Assign questions 9-12 on the study guide. If time permits allow the students to begin working on this in class. Grade these questions tomorrow.

**Lesson Four: Review – Healthy Diet Around the World (30-40 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize that eating a healthy diet is an important component to maintaining health.
  - b. Students understand how the human body functions, factors that influence its structures and functions, and how these structures and functions compare with those of other organisms.
2. Lesson Content
  - a. Taking Care of Your Body: A Healthy Diet
    - i. The “food pyramid”
    - ii. Vitamins and minerals
3. Skill Objective(s)
  - a. Students will describe the basic food requirements for humans as summarized in the food pyramid.
  - b. Students will understand that vitamins and minerals help your body perform specific functions.
  - c. Students will understand that different vitamins and minerals come from the different food groups.
  - d. Students will plan a healthy meal using the food pyramid as a guideline.

B. *Materials*

1. Appendix H, page 1 – Healthy Diet Around the World (one copy for the teacher)
2. Appendix H, page 2 – Healthy Diet Around the World (one set of cards)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Read and follow the rules for the game in Appendix H.
2. Pass back Appendix C, graded, so the students can study for the test. Let the students know the test will be tomorrow.

E. *Assessment/Evaluation*

1. Monitor who knows the answers as you play the game.

**Lesson Five: Test (30-40 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize that eating a healthy diet is an important component to maintaining health.
  - b. Students understand how the human body functions, factors that influence its structures and functions, and how these structures and functions compare with those of other organisms.
2. Lesson Content
  - a. Taking Care of Your Body: A Healthy Diet
    - i. The “food pyramid”

- ii. Vitamins and minerals
  - 3. Skill Objective(s)
    - a. Students will describe the basic food requirements for humans as summarized in the food pyramid.
    - b. Students will understand that vitamins and minerals help your body perform specific functions.
    - c. Students will understand that different vitamins and minerals come from the different food groups.
    - d. Students will plan a healthy meal using the food pyramid as a guideline.
- B. *Materials*
  - 1. Appendix I - Test (one copy for each student)
- C. *Key Vocabulary*
  - None
- D. *Procedures/Activities*
  - 1. Pass out Appendix H and have the students complete this on their own.
- E. *Assessment/Evaluation*
  - 1. Grade using Appendix H.

## VI. CULMINATING ACTIVITY (40-45 minutes)

- A. Tell the students they are in charge of planning the meals at their house for one whole day. They have to use the food pyramid and the recommended servings for the day as a guide to help them. They need to plan breakfast, lunch, dinner and two snacks. They will have a partner to help them complete this task. Pass out Appendix J, pages 1 – 2 (copied front to back) and let the students get to work. Use Appendix K to grade this (one copy for teacher).

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Food Pyramid
- B. Appendix B: Food Groups
- C. Appendix C: Study Guide
- D. Appendix D: Homework
- E. Appendix E: Balanced Meal
- F. Appendix F: Healthy Snacks
- G. Appendix G: Food Pictures
- H. Appendix H: Healthy Diet Around the World
- I. Appendix I: Test
- J. Appendix J: Meals for a Day
- K. Appendix K: Checklist for Meals for a Day

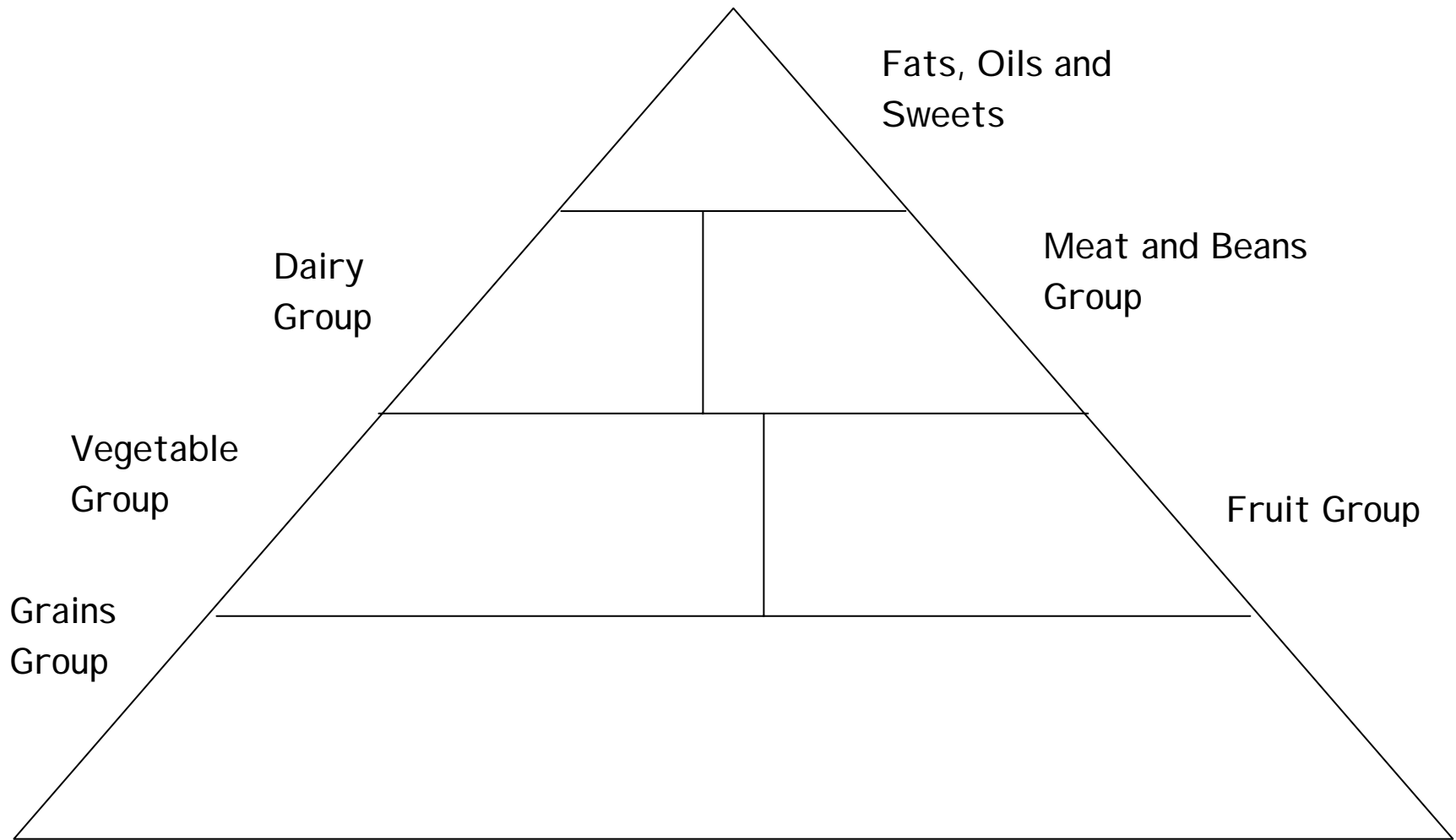
## VIII. BIBLIOGRAPHY

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Appendix A

# Food Pyramid



**Appendix B**  
**Food Groups**

<b>Grains Group</b>	<b>Vegetable Group</b>	<b>Fruit Group</b>	<b>Dairy Group</b>	<b>Meat and Beans Group</b>	<b>Fats, Oils and Sweets</b>
Oatmeal	Lettuce	Apple	Milk	Chicken	Candy
Cereal	Spinach	Banana	Yogurt	Fish	Cake
Pasta	Carrots	Orange	Cheese	Beef	Cookies
Rice	Green beans	Applesauce	Cottage cheese	Dry beans	Butter
English muffin	Radishes	Fruit salad		Tofu	Salad oil
Bagel	Mushrooms	Grapes		Egg	Ice cream
Muffin	Corn	Strawberries		Nuts	Soda
Whole-grain bread	Broccoli	Peaches		Turkey	
	Vegetable juice	Fruit juice		Peanut butter	

**Appendix C, page 1**  
**Study Guide**

Name \_\_\_\_\_

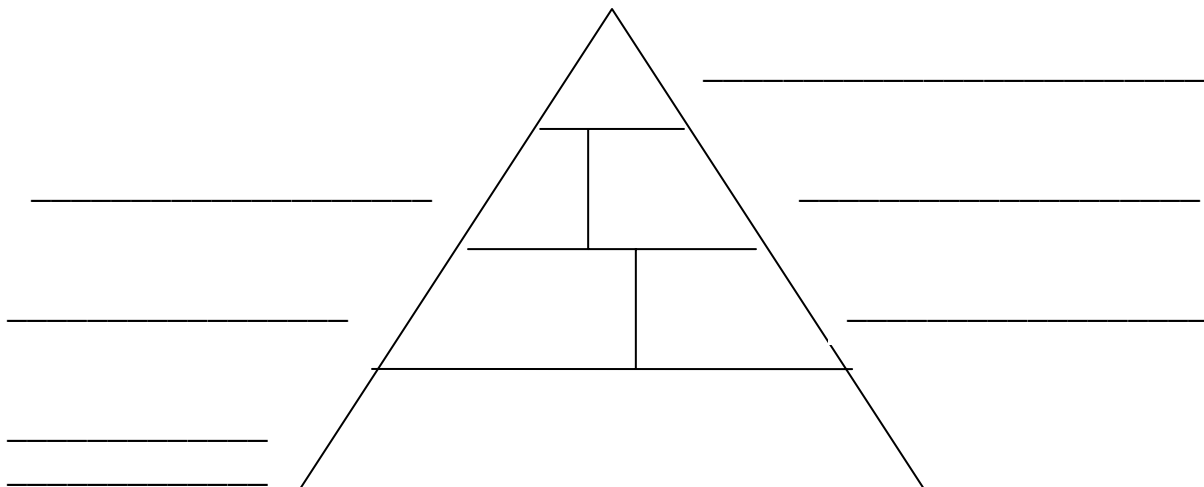
Date \_\_\_\_\_

Answer the following questions.

1. How many food groups are there?
  - a. 4 plus the fats, oils and sweets.
  - b. 5 plus the fats, oils and sweets.
  - c. 6 plus the fats, oils and sweets.
  
2. What is the name of the pyramid that shows us groups of food?  
\_\_\_\_\_

3. Which group should we eat the least amount of food from?  
\_\_\_\_\_

4. Label each group.



**Appendix C, page 2**  
**Study Guide**

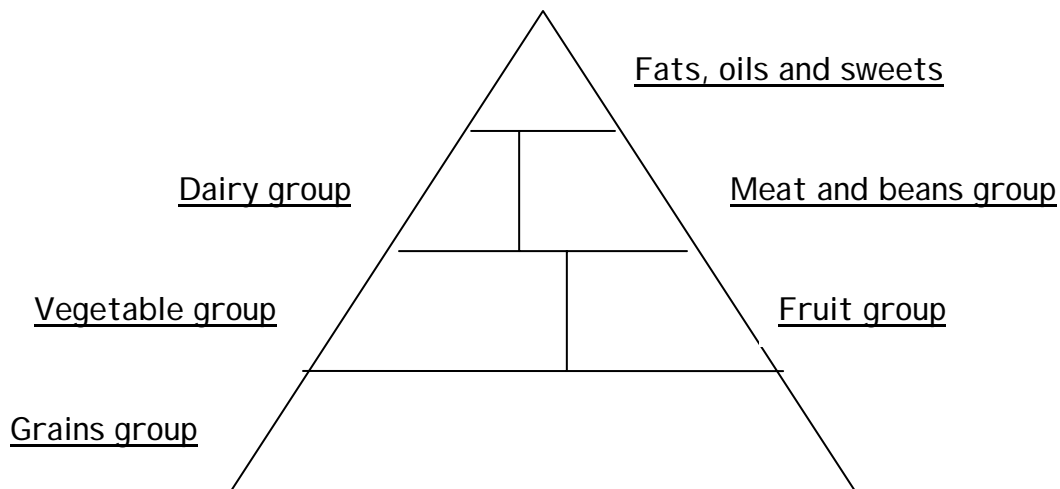
5. Is this a balanced meal? Yogurt with strawberries, toast with peanut butter, and vegetable juice. \_\_\_\_\_ If not what can I add to make it balanced?  
\_\_\_\_\_
6. Is this a balanced meal? Salad with tomatoes and dressing, chicken breast, roll, glass of milk and a slice of chocolate cake. \_\_\_\_\_ If not what can I add to make it balanced?  
\_\_\_\_\_
7. Healthy foods give us \_\_\_\_\_ and minerals to keep our bodies healthy.
8. You need to make sure to drink plenty of \_\_\_\_\_, especially when it is hot outside.
9. The higher you go, the \_\_\_\_\_ you need on the food pyramid.
10. The grains group is on the bottom of the food pyramid so I should eat the \_\_\_\_\_ servings from this group.
11. A medium piece of fruit is one serving. The size of a medium piece of fruit is equal to a  
a. baseball  
b. basketball  
c. golf ball
12. A serving of meat, poultry or fish is about the size of \_\_\_\_\_.

Appendix C, page 3  
**Study Guide Answer Key**

Name Answer Key (18 points are possible)

Answer the following questions.

1. How many food groups are there?
  - a. 4 plus the fats, oils and sweets.
  - b. 5 plus the fats, oils and sweets. (1 point)
  - c. 6 plus the fats, oils and sweets.
2. What is the name of the pyramid that shows us groups of food? Food pyramid (1 point)
3. Which group should we eat the least amount of food from? Fats, oils and sweets (1 point)
4. Label each group. (1 point for each correct label)



## Study Guide Answer Key

5. Is this a balanced meal? Yogurt with strawberries, toast with peanut butter, and vegetable juice. Yes (1 point) If not what can I add to make it balanced?
- 
6. Is this a balanced meal? Salad with tomatoes and dressing, chicken breast, roll, glass of milk and a slice of chocolate cake. No (1 point) If not what can I add to make it balanced? Something from the fruit group should be listed (1 point)
7. Healthy foods give us vitamins and minerals to keep our bodies healthy. (1 point)
8. You need to make sure to drink plenty of water, especially when it is hot outside. (1 point)
9. The higher you go, the less you need on the food pyramid. (1 point)
10. The grains group is on the bottom of the food pyramid so I should eat the most servings from this group. (1 point)
11. A medium piece of fruit is one serving. The size of a medium piece of fruit is equal to a \_\_\_\_\_.
- a. baseball (1 point)
  - b. basketball
  - c. golf ball
12. A serving of meat, poultry or fish is about the size of a deck of cards. (1 point)

**Appendix D**  
**Homework**

Name \_\_\_\_\_ Date \_\_\_\_\_

Write down everything you eat for dinner tonight; please be detailed.  
Only complete the front side as we will complete the back in class tomorrow.

Example:

Hamburger: meat, bun, ketchup, pickles, lettuce, tomato, mustard

French Fries: potatoes, ketchup

Milk

This is what I ate for dinner:

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## Appendix E

# Balanced Meal

Name \_\_\_\_\_ Date \_\_\_\_\_

Write down what meal you are planning, breakfast, lunch or dinner. Write down everything you would serve at this meal and write on the food pyramid where each part of the meal fits. Illustrate your meal on the back of this page.

Meal: \_\_\_\_\_

I would serve:

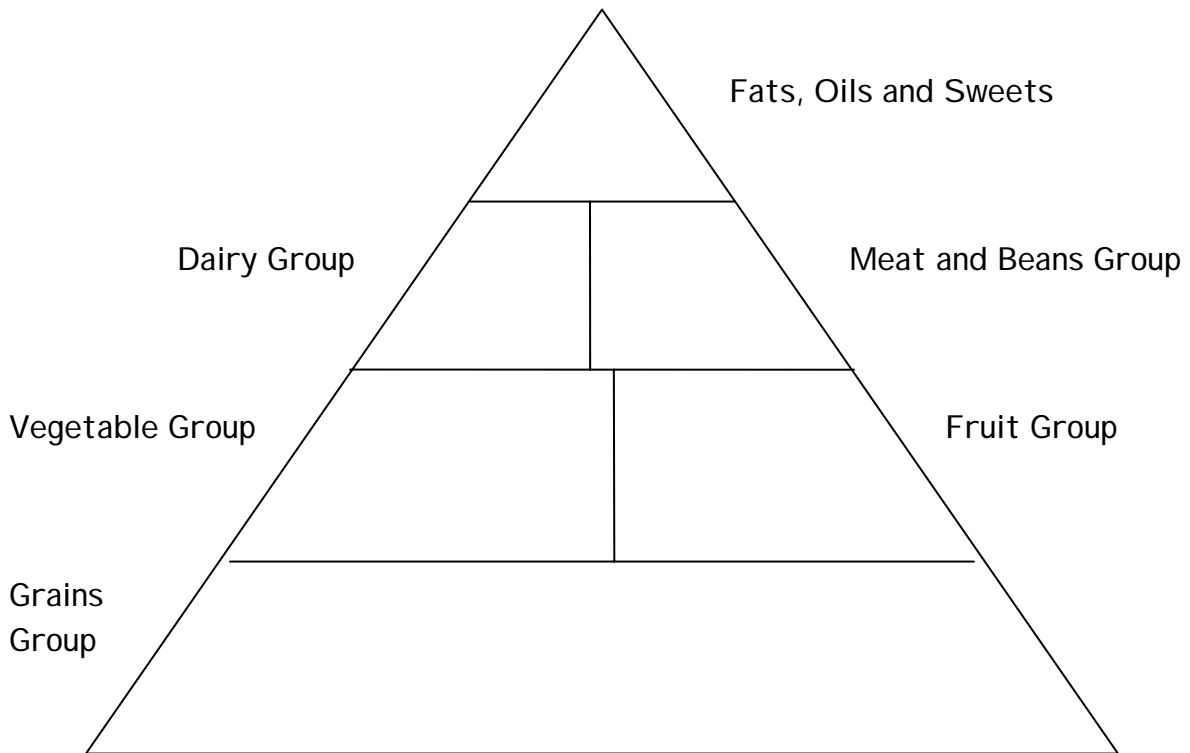
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Appendix F, page 1  
**Healthy Snacks**

Dear Parents,

We are studying the food pyramid and eating healthy foods. We would like to have some healthy snacks in class. Below is a list of dates to choose from please, choose one. Also, write down the snack you are sending in. Your child will need to tell the class which food group(s) their snack fits into when they bring it into class. The portion below needs to be sent in by \_\_\_\_\_ in order for me to have enough time to send out confirmation slips.

Please remember to send in enough for each student. We have \_\_\_\_\_ students in our classroom.

While it is encouraged that you participate, it is not a requirement.

Thank you,

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PLEASE RETURN BY \_\_\_\_\_

Dates to choose from:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Snack: \_\_\_\_\_

Student Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Appendix F, page 2  
**Healthy Snacks**

Dear \_\_\_\_\_,  
Thank you for signing up to send in \_\_\_\_\_  
\_\_\_\_\_ on \_\_\_\_\_.  
Please remember that we have \_\_\_\_\_ children in our  
class.

Thank you,

Dear \_\_\_\_\_,  
Thank you for signing up to send in \_\_\_\_\_  
\_\_\_\_\_ on \_\_\_\_\_.  
Please remember that we have \_\_\_\_\_ children in our  
class.

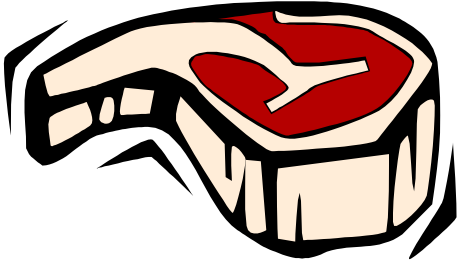



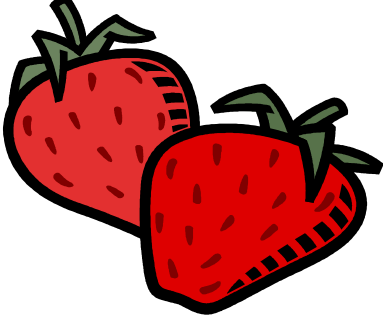



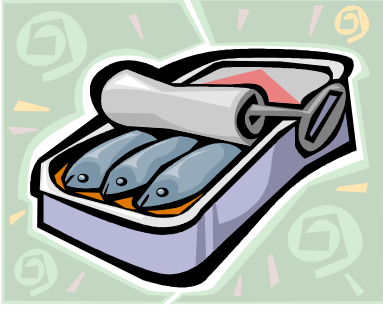
Thank you,

Dear \_\_\_\_\_,  
Thank you for signing up to send in \_\_\_\_\_  
\_\_\_\_\_ on \_\_\_\_\_.  
Please remember that we have \_\_\_\_\_ children in our  
class.

Thank you,

Appendix G, page 1  
**Food Pictures**

Cut out each square and laminate the pictures ahead of time for durability.

 <p>1. Steak</p>	 <p>2. Cereal</p>	 <p>3. Yogurt</p>
 <p>4. Bagel (only)</p>	 <p>5. Strawberries</p>	 <p>6. Carrots</p>
 <p>7. Cheese (only)</p>	 <p>8. Croissant (bread)</p>	 <p>9. Sardines (fish)</p>

Appendix G, page 2  
Food Pictures

 <p>10. Chicken (only)</p>	 <p>11. Salmon (fish)</p>	 <p>12. Apple</p>
 <p>13. Egg (only)</p>	 <p>14. Toast</p>	 <p>15. Salad</p>
 <p>16. Watermelon</p>	 <p>17. Orange Juice</p>	 <p>18. Corn</p>

**Appendix G, page 3**  
**Food Pictures**  
**Answer Key**

Each picture is approximately the following serving size (feel free to adjust to your best guess):

1	Steak	2 servings
2	Cereal	1 – 1 ½ servings
3	Yogurt	1 serving
4	Bagel (not the cream cheese)	2 servings
5	Strawberries	½ serving
6	Carrots	1 – ½ servings
7	Cheese (only)	3 – 4 servings
8	Croissant (bread)	1 serving
9	Sardines (fish)	1 serving
10	Chicken (only)	1 serving
11	Salmon (fish)	2 – 3 servings
12	Apple	1 serving
13	Egg (only)	1 serving
14	Toast	2 servings
15	Salad	2 servings
16	Watermelon	1 serving
17	Orange juice	1 serving
18	Corn	3 servings

## Healthy Diet Around the World

### Directions:

1. Have all of the students sit on their desk.
2. The teacher chooses a card and reads it to the first student. The first student has a few seconds to come up with the answer. If they get it right, they get to stay sitting on their desk, if they get it wrong they must sit in their chair. (The other students must remain quiet and listening or they will forfeit their turn and be asked to sit in their chair.)
3. If the student answered the question wrong, use the same question for the next student.
4. The students sitting in their chairs still need to pay attention because they can challenge the students sitting on their desks.
5. If a student sitting on their desk gets the question wrong, a student sitting in their chair may raise their hand to answer it if they think they know the answer. The student on their desk may choose one person whose hand is up to answer the question. If the person answers it correctly, they may sit back on their desk and the other person must sit in their chair. If they answer it wrong, they stay in their chair and the other person may stay on their desk and the question goes to the next student on their desk. (Do not repeat the question for anyone sitting in their chair, as they are to be actively listening.)
6. The winners are the last students sitting on their desks when the questions run out or you are out of time.

## Healthy Diet Around the World

These should be cut out ahead of time and laminated. There are blank cards at the end so you can add your own questions.

<p>Name all of the food groups. <u>Fats, oils and sweets, Meat and beans group, Fruit group, Dairy group, Vegetable group, Grains group</u></p>	<p>Name one food from the dairy group. <u>Answers will vary.</u></p>
<p>Name one food from the meat and beans group. <u>Answers will vary.</u></p>	<p>Name one food from the vegetable group. <u>Answers will vary.</u></p>
<p>Name one food from the fruit group. <u>Answers will vary.</u></p>	<p>Name one food from the grains group. <u>Answers will vary.</u></p>
<p>Name one food from the fats, oils and sweets group. <u>Answers will vary.</u></p>	<p>Healthy foods give us _____ and _____. <u>Vitamins and minerals</u></p>
<p>A serving of meat, poultry or fish is about the size of a _____. <u>deck of playing cards</u></p>	<p>A medium piece of fruit is about the size of a _____. <u>Baseball</u></p>
<p>Two dominoes are about the serving size of _____. <u>Cheese</u></p>	<p>A serving of bread is about the size of a CD so; a whole bagel would be about _____ servings. <u>2</u></p>

## Healthy Diet Around the World

<p>You should drink plenty of _____ because your body needs to stay healthy. <u>Water</u></p>	<p>Vitamins and minerals work to keep your body _____. <u>Healthy</u></p>
<p>How many food groups are on the food pyramid? <u>five plus the fats, oils and sweets or six</u></p>	<p>True or False You should eat a variety of foods from each food group. <u>True</u></p>
<p>Which food group or groups does yogurt with strawberries fit into? <u>Dairy and fruit</u></p>	<p>Which food group or groups do carrots and celery fit into? <u>Vegetable</u></p>
<p>Which food group or groups do scrambled eggs with cheese fit into? <u>Meat and beans and dairy</u></p>	<p>Would a piece of chocolate cake be a healthy snack? <u>No</u></p>
<p>In order to have a _____ meal, I have to eat something from each food group. <u>Balanced</u></p>	<p>According to the food pyramid, I should eat the _____ servings from the grains group because it is at the bottom. <u>most</u></p>
<p>Which food group or groups does rice fit into? <u>grains</u></p>	<p>Tell me a healthy snack. <u>Answers will vary.</u></p>

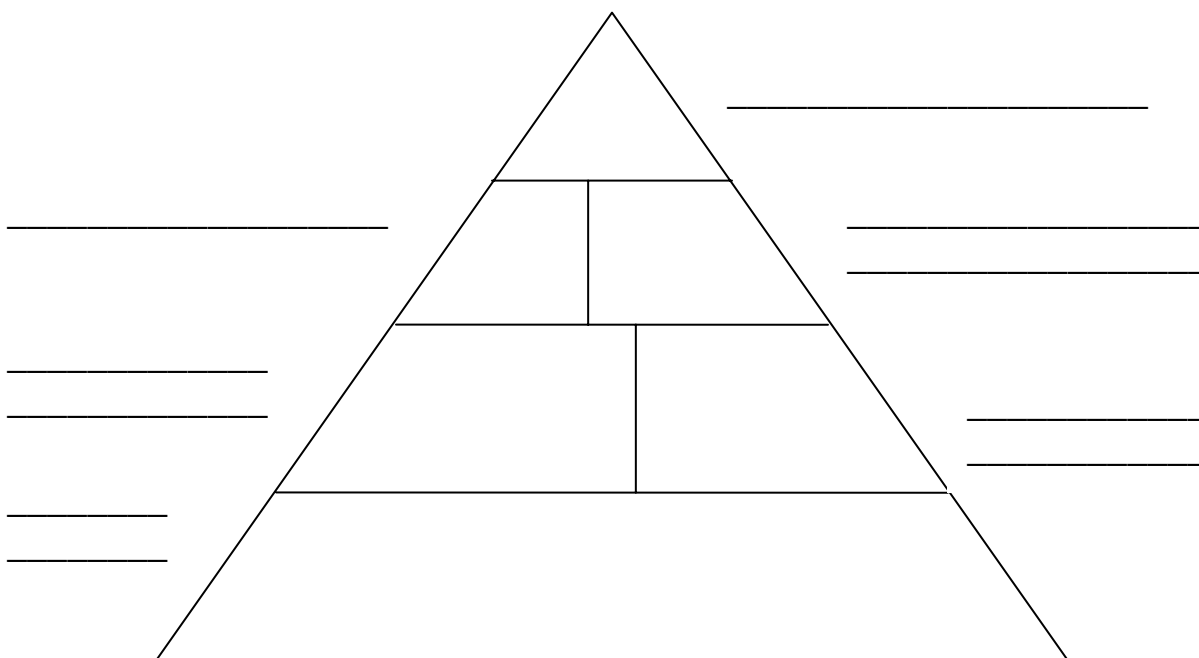
Appendix H, page 4  
**Healthy Diet Around the World**

<p>True or False It is healthy for me to eat plenty of sugar at every meal. <u>False</u></p>	<p>Would an apple and a slice of cheese be a healthy snack? <u>Yes</u></p>
<p>For lunch today, I ate a slice of pizza with cheese, pepperoni, and mushrooms on it. Which group am I missing? <u>Fruit group</u></p>	<p>For breakfast today, I ate a bagel with cream cheese and ham and a banana. Which group am I missing? <u>Vegetable group</u></p>

Appendix I, page 1  
**Test**

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Label the food groups on the food pyramid.



2. Write one food that belongs in each food group on the food pyramid above.
3. Healthy foods give us \_\_\_\_\_ and \_\_\_\_\_.
- a. vitamins and minerals
  - b. vitamins and sugar
  - c. exercise and minerals
4. A serving of meat, poultry or fish is about the size of \_\_\_\_\_.
- a. baseball
  - b. deck of playing cards
  - c. book
5. Your body needs plenty of \_\_\_\_\_, especially when it is hot outside.

Appendix I, page 2  
**Test**

6. Vitamins and minerals work to keep your body \_\_\_\_\_.

Write T for true and F for false.

- 7. \_\_\_ There are five food groups plus the fats, oils and sweets group.
  - 8. \_\_\_ You should eat a variety of foods from each food group.
  - 9. \_\_\_ I don't like vegetables so, I don't have to eat any to be healthy.
  - 10. \_\_\_ In order to have a balanced meal I have to eat something from the fats, oils and sweets group.
11. The lunch lady is sick today and it is up to you to plan a balanced meal to serve in the cafeteria. Write down what you would serve for lunch and write each food in the correct food group on the food pyramid.

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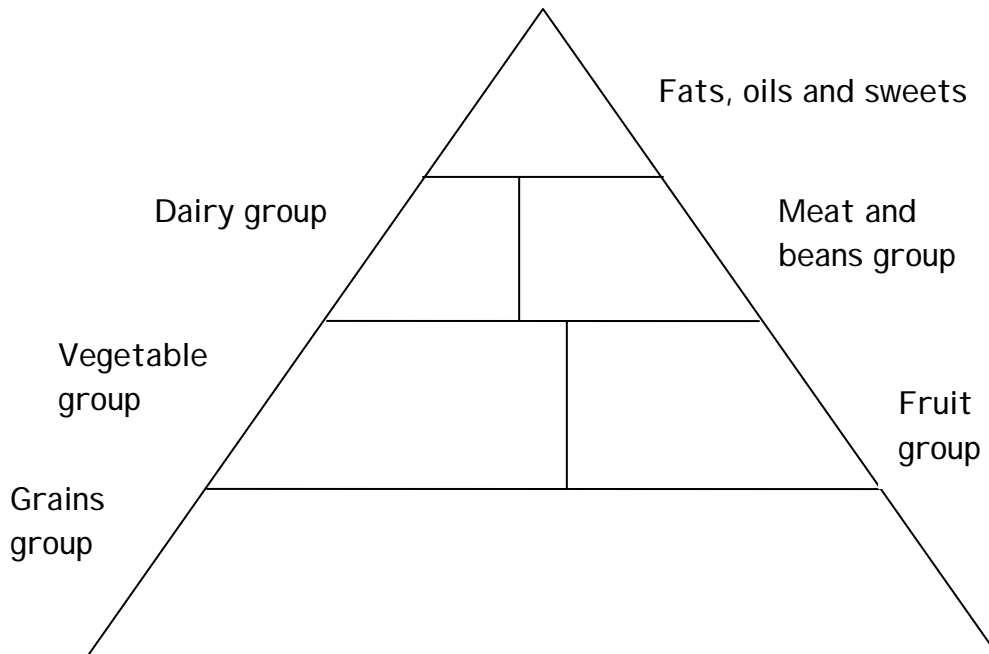
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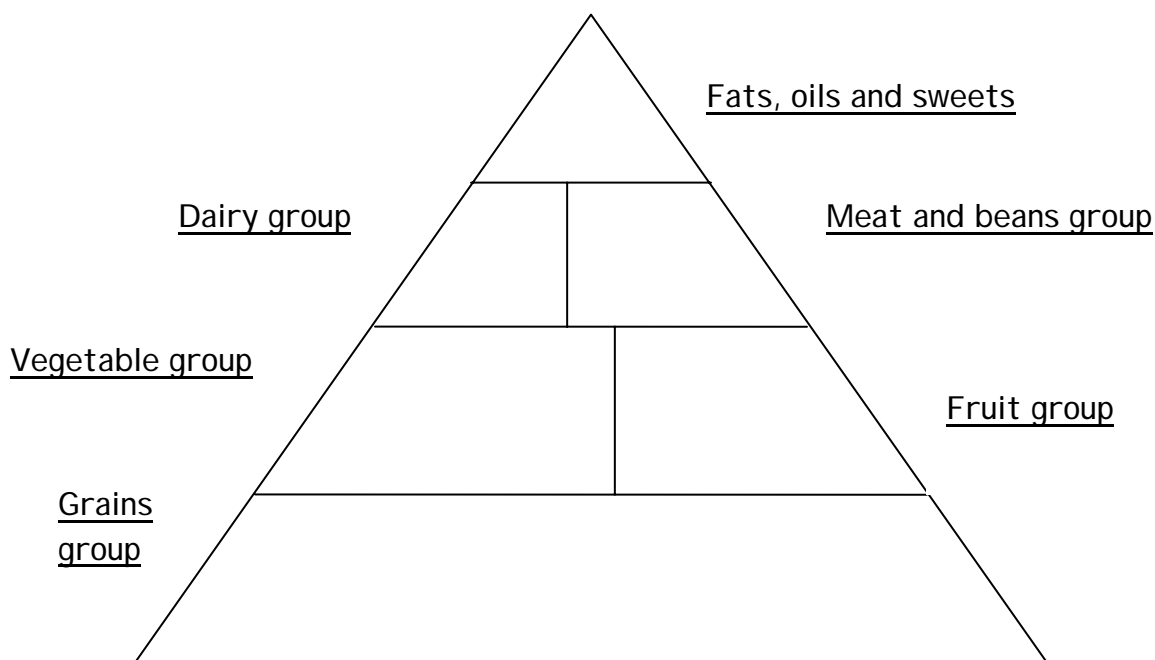
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Appendix I, page 3  
**Test Answer Key**

Name Answer Key (30 points possible)

1. Label the food groups on the food pyramid. (1 point for each correct label)



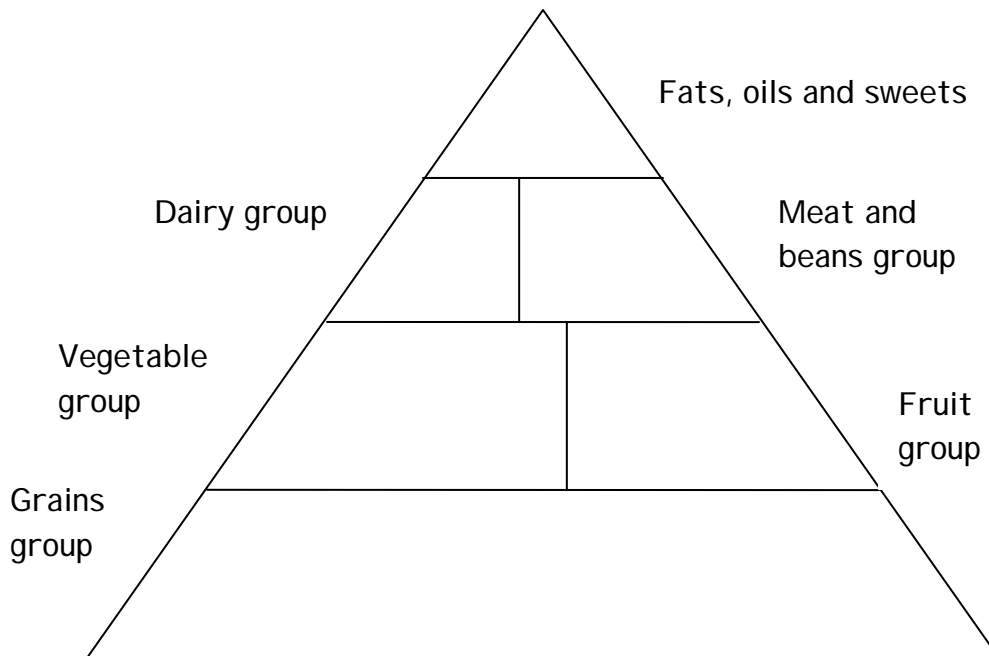
2. Write one food that belongs in each food group on the food pyramid above. Answers will vary. (1 point for each correct food with 6 points being the maximum.)
3. Healthy foods give us \_\_\_\_\_ and \_\_\_\_\_.  
a. vitamins and minerals (1 point)  
b. vitamins and sugar  
c. exercise and minerals
4. A serving of meat, poultry or fish is about the size of \_\_\_\_\_.  
a. baseball  
b. deck of playing cards (1 point)  
c. book
5. Your body needs plenty of water, especially when it is hot outside. (1 point)

**Appendix I, page 4**  
**Test Answer Key**

6. Vitamins and minerals work to keep your body healthy. (1 point)

Write T for true and F for false. (1 point for each)

7. T There are five food groups plus the fats, oils and sweets group.
8. T You should eat a variety of foods from each food group.
9. F I don't like vegetables so, I don't have to eat any to be healthy.
10. F In order to have a balanced meal I have to eat something from the fats, oils and sweets group.
11. The lunch lady is sick today and it is up to you to plan a balanced meal to serve in the cafeteria. Write down what you would serve for lunch and write each food in the correct food group on the food pyramid.  
Answers will vary. (5 points for a balanced meal written on the lines. 1 point for each correct food written on the food pyramid with 5 points being the maximum.)



**Appendix J, page 1**  
**Meals for a Day**

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Name \_\_\_\_\_

You and your partner are in charge of planning a whole days worth of meals and snacks. You need to use the food pyramid and the recommend daily servings as your guide. Don't forget to include something to drink.  
 M = milk group (2-3 servings), MB = meat and beans group (2-3 servings), V = vegetable group (2-5 servings), F = fruit group (2-4 servings), G = grains group (6 servings), FOS = fats, oils and sweets group (only a little)

Breakfast:	M	MB	V	F	G	FOS	Servings
Example: scrambled egg		x					1

Snack:	M	MB	V	F	G	FOS	Servings

**Appendix J, page 2**  
**Meals for a Day**

Lunch:

M MB V F G FOS Servings

	M	MB	V	F	G	FOS	Servings

Snack:

M MB V F G FOS Servings

	M	MB	V	F	G	FOS	Servings

Dinner:

M MB V F G FOS Servings

	M	MB	V	F	G	FOS	Servings

