Exploring the Food Guide Pyramid

Description

The six lessons in this nutrition unit are designed for use with third grade students in the month of March. The six lessons focus on healthy eating and developing skills to make healthy eating choices. The lessons are sequentially designed and build on the previous day’s lesson. This unit should be taught three times a week over the course of two weeks. At the conclusion of the unit, the students will complete a final project demonstrating their understanding of the unit’s overarching concepts and skills. The final assessment targets students’ communication and advocacy abilities. Because the unit lessons require advanced math and writing skills, this unit is best taught later in the year and would fit into National Nutrition Month (March) perfectly.

The unit begins with a review of the Food Guide Pyramid, introducing the dietary recommendations for third-graders, and developing students’ abilities to choose healthy snacks. The final portion of the unit introduces the skills of reading nutrition facts labels, identifying correct serving sizes, and eating healthfully at restaurants. Two of the lessons, “Eat Right!” and “Food Label Fun”, were taught to third grade students at Jefferson Elementary School in Winona, MN. There were 26 students in the classroom: approximately 15 girls and 11 boys with a wide range of skill levels and background knowledge.
National Health Education Standards

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to set goals and make responsible decisions.
7. Students will demonstrate the ability to advocate for personal, family, and community health.

Unit Objective

**Cognitive:** Students will understand the Food Guide Pyramid and the dietary guidelines for their age group. They will know how the Food Guide Pyramid, dietary guidelines, and nutrition labels can help them make healthy eating choices and will understand how their eating choices affect their health.

**Affective:** Students will make food choices and set eating goals to enhance and improve their health. They will understand the importance of making healthy eating decisions and choosing behaviors for health and disease prevention and will promote healthy eating in their community.

**Psychomotor:** Students will plan balanced, healthy meals and snacks based on the Food Guide Pyramid recommendations. They will read food labels to help make healthy food choices. The students will communicate their knowledge of healthy eating and its importance for health to peers and the school community.
Unit Vocabulary

Lesson 1: Pyramids aren’t Just in Egypt!

Carbohydrate: A nutrient that is the main source of energy for the body.

Food Guide Pyramid: A pyramid shaped diagram that gives us basic information on the foods we should eat each day to stay healthy and grow strong. It is divided into food groups.

Mineral: A nutrient that regulates many chemical reactions in the body.

Nutrient: The substance in foods that make our skin, bones, muscles, eyes, hair, and bodies healthy.

Protein: A nutrient needed for growth and supplying energy. It also helps us build and repair muscles.

Vitamin: A nutrient that helps the body use carbohydrates, proteins, and fats.

Lesson 2: Growing with the Guidelines

Dietary Guidelines: Recommendations for food choices to have a healthy body.

Ounce: A weight measurement. The dietary guidelines use ounces to measure the amount of a grain or meat that equals one serving of the daily recommendations of its food group.

Serving Size: The amount of a food that is considered one serving.

Lesson 3: Eat Right!

Food Guide Pyramid: A pyramid shaped diagram that provides basic information on the foods we should eat each day to stay healthy and grow strong. It is divided into food groups.

Habit: Action that is repeated so it becomes automatic.
Lesson 4: Food Label Fun

**Calorie:** A unit of energy produced by food and used by the body.

**Calcium:** A mineral that helps keep bones and teeth strong. Dairy products are a good source of calcium.

**Carbohydrate:** A nutrient that is the main source of energy for the body. Bread, pasta, cereal, rice, and potatoes are all carbohydrates.

**Fat:** A nutrient that provides energy and helps the body store and use vitamins. Examples include butter, oil, and margarine.

**Nutrition Facts Label:** A label found on most food products giving information on the amount of food in one serving, how many servings are in the container, the number of calories in one serving, and the amount of fat in one serving.

**Protein:** A nutrient that is needed for growth, building, repairing, and maintaining body tissues; and for supplying energy. Eggs, chicken, beans, turkey, beef, fish, cheese and milk are all sources of protein.

**Serving Size:** The listing on the food label of the amount of food that is considered one serving.

**Servings per Container:** The listing on a food label for the number of servings of food in the container.

**Sodium:** Sodium information on the nutrition label tells you the amount of salt in a serving of the food.

Lesson 5: Pick Your Portion

**Portion Size:** How much of a food a person chooses to eat.
Lesson 6: Restaurant Champions

Dietary Guidelines: Recommendations for diet choices for healthy Americans.

Portion Size: The amount of a food a person chooses to eat.

Serving Size: The amount of a food that is considered one serving. For dietary guidelines, the amount of food that meets one of the recommended daily servings in a food group.
Unit Equipment and Supply List

Lesson 1: Pyramids aren’t Just in Egypt

Teacher Materials:
• Transparency of the Food Guide Pyramid
• Overhead projector
• Class set of the student handout: Nutrients from the Food Groups
• Class sets of Classifying Foods handout
• Class set of Finding the Food Groups handout
• 6 paper lunch bags (one bag per 4 students)
• 6 pretend meals for the lunch bags (see attached instruction sheet)
• Magazines with food pictures (grocery store inserts)
• Glue, construction paper, markers
• 2 Class sets of blank MyPyramid for Kids worksheet
• Pens/Pencils
• Class set of Parent Letter
• Class set of Parent Handout

Teacher Preparation: Put together the pretend lunch sack meals for the student activity (see attached sheet). Make the Food Guide Pyramid transparency and prepare student handouts. Review the most recent update of the Food Guide Pyramid on the MyPyramid.gov website.

Lesson 2: Growing with the Guidelines

Teacher Materials:
• Overhead projector
• Transparencies of the A Close Look At MyPyramid and Eat the Five Food Group Way
• Class set of the Food Math worksheet
• Class set of MyPyramid for Kids handout
• Paper and pencils
• 1 cup measure
• Cut fruit and vegetables
• Paper plate
• Baseball
• Markers, glue, construction paper, scissors
• Magazines with food pictures
• 2 Class sets of the MyPyramid Tracking Worksheet
• Class Set of the parent handout

Teacher Preparation: Make transparencies and prepare copies of all student handouts. Check MyPyramid.gov for the latest dietary guidelines information. Cut up fruit and vegetables, measure out one cup of each, and place on a plate to demonstrate a serving.
Lesson 3: Eat Right!

Materials Needed:
- White board
- Whiteboard markers
- Information on the new food pyramid
- Extra copies of MyPyramid for Kids handout
- Examples of an always snack: fruit, granola bar, cheese stick, pudding
- Examples of a sometimes snack: chips, candy, soda, cookies
- Transparency of healthy logos
- White paper with a circle outline (class set)
- Magazines
- Scissors
- marker
- Pencil
- Class set of Are You Snack Smart?
- Class set of “always” snack recipes

Special Preparation:
Create placemat/plate template and print out a class set. Bring examples of ‘always’ and ‘sometimes’ snack choices. Research the new food pyramid.

Lesson 4: Food Label Fun

Materials:
- Overhead projector
- Transparency of food label
- Clean, empty food containers for students to use for practice (cereal boxes, milk jug, yogurt, granola bar, macaroni and cheese, chips, bread).
  - Need 1 product container for every 2 students.
- Nutrition label handout for each student
- Food Label Fun worksheet for each student
- Blank nutritional label template for each student
- Markers, pens/pencils, crayons
- Parent letter with information and resources for each student
- Food label comparison worksheet for students who finish early

Teacher Preparation:
- Collect empty food product containers (make sure they are clean and empty). Pair up products and labels for the groups: The pairs should reflect decisions students would commonly make in food (Ex: milk and pop, granola bar and candy bar, popcorn and chips).
- Modify the student nutrition label handout by cutting out the old food guide pyramid.
- Check the USDA and FDA websites for the most current nutrition label guidelines.
Lesson 5: Pick Your Portion

Teacher Materials:
• PowerPoint slideshow Portion Distortion
• Equipment to present PowerPoint: Computer, LCD projector, computer connections, screen
• Extra copies of the handout MyPyramid for Kids (See Lesson 2)
• Class set of the handout One Portion Looks Like…
• Large drinking glass
• Bottle of juice
• Objects to represent serving sizes: a deck of cards, a golf ball, a baseball, a small computer mouse, a CD, 4 dice, milk carton, box of raisins (small)
• 3 sets each of Measuring cups and spoons (1 cup, ½ Cup, ¼ Cup; 1 Tablespoon, 1 teaspoon)
• Small food scale
• 7 Bowls, 10 Plates, 10 spoons, 2 cups
• Food for measuring stations:
  o Cooked spaghetti noodles (about 2 cups)
  o Cubed, sliced, and grated cheese (about 4 oz of each)
  o Small tub of Margarine or butter
  o Lettuce or spinach (about 4 cups)
  o Cut fresh fruit (about 2 cups)
  o Dried fruit (about 1 cup)
  o Bagel, a glass of milk (8oz), a box of raisins (1/4 cup), a small apple, a bowl of cereal (1 cup and ½ cup), a glass of juice (1/2 cup), 2 Tablespoons of Peanut Butter
• Label/instructions for each station
• Class set of Portions Please! Stations worksheet
• Class set of the handout Choose Your Food
• Class set of the handout Juice N’ Breakfast Shake

Teacher Preparation:
• Gather food items (donations from local grocer, ask the school food services department, parent volunteers, or purchase).
• Prepare the food for the measuring stations: Cook about 2 cups of spaghetti noodles, shred the lettuce, and cut the fruit.
• Set up stations around the perimeter of the room or ask to use the school cafeteria: Set out food, required bowls/plates/spoons, and a variety of measuring utensils (both correct serving size and incorrect) at each station.
• Set up equipment for the PowerPoint presentation and choose 2 or 3 slides relevant to the students.
• Make student copies of handouts
Lesson 6: Restaurant Champions

Teacher Materials:
- Chalkboard or whiteboard
- Chalk or whiteboard markers
- Overhead Projector
- Transparency Fitting in Fast Food Favorites
- Transparency Always Foods, Sometimes Foods
- Transparency of Activity Example
- 5 menus from each of 5 local restaurants
- Class set of the Restaurant Champions worksheet
- Extra copies of One Portion Looks Like… (See Lesson 5) and MyPyramid for Kids (See Lesson 2)
- Magazines with food pictures (grocery store ads)
- Markers, crayons, construction paper, glue, scissors
- Parent handout and letter

Teacher Preparation: Download or pick up the menus and nutrition information from several popular local restaurants and/or fast food restaurants. Make at least five copies of each menu. Prepare transparencies and check MyPyramid.gov for the latest guidelines.
Resources


Lesson 1: “Pyramids Aren’t Just in Egypt!”

**Lesson Goal:** To provide students with knowledge of the food groups in the food guide pyramid and to help them understand the importance of nutrients for healthy bodies.

**Behavioral Objectives:**
1) After a lesson on the food guide pyramid, students will place foods from a lunch sack into the correct food groups with 100% accuracy.
2) After a discussion of the importance of nutrients, students will identify at least 3 ways the foods in their lunch sack contribute to a healthy body.
3) After the completion of a lesson on the food guide pyramid, students will place the foods they eat at two separate dinners into the correct food groups on a food guide pyramid handout.

**Time:** 35 minutes

**Integration:** Critical Thinking, problem solving, communication skills

**Teacher Materials:**
- Transparency of the Food Guide Pyramid
- Overhead projector
- Class set of the student handout: Nutrients from the Food Groups
- Class sets of Classifying Foods handout
- Class set of Finding the Food Groups handout
- 6 paper lunch bags (One bag per 4 students)
- 6 pretend meals for the lunch bags (see attached instruction sheet)
- Magazines with food pictures (grocery store inserts)
- Glue, construction paper, markers
- 2 Class sets of blank MyPyramid for Kids worksheet
- Pencils, pens
- Class set of Parent Letter
- Class set of Parent Handout

**Teacher Preparation:** Put together the pretend lunch sack meals for the student activity (see attached sheet). Make the Food Guide Pyramid transparency and prepare student handouts. Review the most recent update of the Food Guide Pyramid on the MyPyramid.gov website.

**Vocabulary:**
- **Carbohydrate:** A nutrient that is the main source of energy for the body.
- **Food Guide Pyramid:** A pyramid shaped diagram that gives us basic information on the foods we should eat each day to stay healthy and grow strong. It is divided into food groups.
- **Mineral:** A nutrient that regulates many chemical reactions in the body.
- **Nutrient:** The substance in foods that make our skin, bones, muscles, eyes, hair, and bodies healthy.
- **Protein:** A nutrient needed for growth and supplying energy. It also helps us build and repair muscles.
**Vitamin:** A nutrient that helps the body use carbohydrates, proteins, and fats.

**Procedure:**

*Introduction (2 min)*
- Overview of the unit
  - Important to make healthy eating decisions to be healthy
  - We will be learning what healthy eating is and how to make healthy choices
  - Unit overview: Food Guide Pyramid, dietary guidelines, portion sizes, nutrition labels, choosing healthier snacks and eating out
- Display transparency of the Food Guide Pyramid (cover the title)
  - Q: Who knows what this is? A: Food Guide Pyramid
  - Q: Does anyone know what this is for? A: Helps us know what foods to eat for healthy bodies.
- Introduce the Lesson
  - Food Guide Pyramid
  - Foods in each food group
  - Food provide nutrients for healthy bodies

*Content (10 min)*
- Define and explain **Food Guide Pyramid**
  - Each colored slice represents a food group
  - Q: Are all the slices the same size? A: No
  - The size of the slice tells us how important each group is in our daily diet
    - Example: Need to eat more grains than fats, sugars, and salt
  - Eating a variety of foods from all groups helps us stay healthy
- Introduce **Nutrients**
  - Each food group provides different nutrients (some groups give us many nutrients)
    - Need to eat from all food groups
    - The five major food groups are high in nutrients
    - The fats, sugars, and salts group is lower in nutrients
  - Hand out **Nutrients from the Food Group** to each student
  - Define each nutrient and where it comes from on the food guide pyramid
    - Grains Group: **Carbohydrates** for energy
    - Vegetable Group: **Vitamin A** for skin, hair and eye health
    - Fruit Group: Vitamin C for skin and blood vessel health
    - Milk Group: Calcium (**Mineral**) for strong teeth and bones
    - Meat and Beans Group: **Protein** for strong muscles, growth and iron
    - Also need some fats for health, but limit
  - Q: What nutrient would you want before a big sports match? A: Carbohydrate
    - Q: What would be a good food to eat? A: Bagel (or other grain)
  - Q: What nutrient will protect your vision? A: Vitamin A
    - Q: What food would give you some vitamin A? A: Carrots (or other vegetable)
- Transition to activity

*Activity (15 min)*
Introduce: This activity will give you practice with identifying food groups
  - Students will get into groups of 4 after the instructions
  - Each group will be given a lunch bag with a pretend meal inside
  - The group will work together to put the foods in the right food groups
  - Each student will fill out a worksheet

Students should get into groups of four with neighboring students
  - While students get into groups, hand out 4 Classifying Foods worksheets per group and 1 lunch sack/group

Circulate around the class as students work to assess understanding and answer questions

When the group is finished with the activity, give each student the Finding the Food Groups worksheet to complete individually

After the students have finished this task, call attention back to front
  - Q: Were some foods hard to classify? Why?
    - Combination foods belong in more than one category
    - Most foods we eat are combination foods

Instruct each student to individually finish filling out the worksheet if they aren’t done

For students/groups who finish early: Have them try classifying another lunch sack or give them a challenging combination food to sort into food groups.

Closure (8 min)
  - Review information: food guide pyramid, nutrients, eating from all food groups
  - Write the words Go, Grow, and Glow on the chalkboard
    - Q: What food group would fit the word “go”? Why? A: Grains because they provide carbohydrates for energy.
    - Q: What food group(s) would fit the word “grow”? Why? A: Dairy and the Meats and Beans Groups because they provide calcium and protein for growing bones and muscles.
    - Q: What food group(s) would fit the word “glow”? Why? A: Vegetables and Fruits because they provide vitamins for healthy hair, skin, and eyes.
  - Explain and handout homework assignment
    - Students will write all the foods they eat for dinner today and tomorrow night on the food guide pyramid
      - They will have to decide what food group each food belongs in and write it in the correct spot
    - Have parent/guardian sign the sheet
    - Bring back to the next health class (in 2 days)

Assessment:
  - Students will place foods from a lunch sack into the correct food groups with 100% accuracy during the in-class activity.
  - Students will fill out a worksheet on the nutrients in their lunch sacks. They will identify at least 3 ways nutrients improve health during the in-class activity.
  - Students will fill out a food pyramid with the foods they eat at dinner for 2 nights with 100% accuracy. This assignment will be reviewed during the next health lesson.
Home Extension/Family Involvement: Send home a parent letter introducing the nutrition unit. Encourage the parent/guardian to ask their child about what they learned in class today. Include the FDA food guide pyramid website for parents to access and copy of the Food Guide Pyramid.

Resources:


Health Education Standards:
1. Students will comprehend concepts related to health promotion and disease prevention.

Performance Indicators:
• Students will learn basic health facts about nutrients and the food guide pyramid.
• Students will explain how their body uses nutrients.
• Students will understand that food choices can improve health and prevent disease.
NUTRIENTS AND THE FOOD GROUPS

Bread, Cereal, Rice and Pasta Group
Carbohydrates - gives us energy to get up and go

Vegetable Group
Vitamin A - keeps skin, hair, and eyes healthy

Fruit Group
Vitamin C - keeps us from getting sick and keeps skin and blood vessels healthy

Milk, Yogurt and Cheese Group
Calcium - makes our teeth and bones strong

Meat, Poultry, Fish, Beans, Eggs, and Nut Group
Protein - builds muscle and repairs the body
Iron - carries oxygen in the blood
### Classifying Foods

**Activity 4**

**Directions:** Write the name of each food that Marcus and Arianna purchased in the correct spot in the chart below.

<table>
<thead>
<tr>
<th>Group</th>
<th>Servings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grain</td>
<td>6 servings</td>
</tr>
<tr>
<td>Vegetable</td>
<td>5 servings</td>
</tr>
<tr>
<td>Fruit</td>
<td>3 servings</td>
</tr>
<tr>
<td>Milk</td>
<td>3 servings</td>
</tr>
<tr>
<td>Meat</td>
<td>2 servings</td>
</tr>
</tbody>
</table>

**Name:**

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Teacher Guide for Making Lunch Sack Meals

Sack #1:
Taco (meat, cheese, tortilla, vegetables), milk, tortilla chips

Sack #2:
Ham and cheese sandwich, celery sticks, apple, candy bar

Sack #3:
Salad with chicken, roll, salad dressing, apple

Sack #4:
Peanut butter sandwich, raisins, milk, cookie

Sack #5:
Hot dog, green beans, orange, fruit snacks

Sack #6:
Bagel Sandwich, strawberries, carrots, vegetable dip

Find a magazine or clip art image of each food, cut the image out and glue to the construction paper. Place each meal together in one of the sacks and label with a number.
FINDING THE FOOD GROUPS

1. What nutrients did your lunch sack provide?

2. What are three ways the foods in your lunch sack help your body be healthy?
   1. _______________________________________________________
   2. _______________________________________________________
   3. _______________________________________________________

3. Were there any nutrients missing from your lunch sack?

4. What would you add to your lunch to make it healthier?
Dear Parent(s) or Guardian(s),

Today the third-graders began a unit on nutrition. Over the next two weeks your child will become familiar with the food guide pyramid, nutrients, and dietary guidelines. He or she will also learn about portion sizes, reading food labels, making healthy food choices, and creating a balanced meal. It is going to be a busy couple of weeks! Your child will be bringing home worksheets and handouts to share and/or complete with you throughout the unit. Healthy eating and making good food choices are important skills for children to have as they become increasingly independent. The goal of this unit is to help the students develop skills they need to make healthy food choices. I encourage you to talk to your child about what they are learning. I have included the United States Department of Agriculture website for the new Food Guide Pyramid and a copy of the most recent guidelines that may be of interest to you.

Sincerely,

Ms. Krejci

United States Department of Agriculture MyPyramid for Kids:

http://www.mypyramid.gov/kids/index.html
Anatomy of MyPyramid

**One size doesn’t fit all**

USDA’s new MyPyramid symbolizes a personalized approach to healthy eating and physical activity. The symbol has been designed to be simple. It has been developed to remind consumers to make healthy food choices and to be active every day. The different parts of the symbol are described below.

**Activity**
Activity is represented by the steps and the person climbing them, as a reminder of the importance of daily physical activity.

**Moderation**
Moderation is represented by the narrowing of each food group from bottom to top. The wider base stands for foods with little or no solid fats or added sugars. These should be selected more often. The narrower top area stands for foods containing more added sugars and solid fats. The more active you are, the more of these foods can fit into your diet.

**Proportionality**
Proportionality is shown by the different widths of the food group bands. The widths suggest how much food a person should choose from each group. The widths are just a general guide, not exact proportions. Check the Web site for how much is right for you.

**Variety**
Variety is symbolized by the 6 color bands representing the 6 food groups of the Pyramid and oils. This illustrates that foods from all groups are needed each day for good health.

**Personalization**
Personalization is shown by the person on the steps, the slogan, and the URL. Find the kinds and amounts of food to eat each day at MyPyramid.gov.

**Gradual Improvement**
Gradual improvement is encouraged by the slogan. It suggests that individuals can benefit from taking small steps to improve their diet and lifestyle each day.

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**Grains**

**Vegetables**

**Fruits**

**Oils**

**Milk**

**Meat & Beans**
Lesson 2: “Growing with the Guidelines”

Lesson Goal: To provide students with information on the dietary guidelines from the Food Guide Pyramid and teach students how to meet the guidelines by making healthy food choices.

Behavioral objectives:

- After a lesson on the dietary guidelines for 7- to 11-year olds, the student will create a menu for one day’s meals with a partner that meets 100% of the dietary guidelines for food group servings and includes breakfast, lunch, dinner, and a snack.
- After an activity on meeting the dietary guidelines, the student will review his/her food choices for one dinner, identify with 100% accuracy which guidelines he/she met, and set one goal to improve his/her food choices.
- After a lesson on the dietary guidelines, the student will record his/her food choices for two dinners and identify which dietary guidelines were met to demonstrate that he/she met the food goal for at least one night.

Time: 35 minutes

Integration: Math, Problem Solving, and Critical Thinking, Home Economics

Teacher Materials:

- Overhead projector
- Transparencies of the A Close Look At MyPyramid and Eat the Five Food Group Way
- Class set of the Food Math worksheet
- Class set of MyPyramid for Kids handout
- Paper and pencils
- 1 cup measure
- Cut fruit and vegetables
- Paper plate
- Baseball
- Markers, glue, construction paper, scissors
- Magazines with food pictures
- 2 Class sets of the MyPyramid Tracking Worksheet
- Class Set of the Parent Tips

Teacher Preparation: Make transparencies and prepare copies of all student handouts. Check MyPyramid.gov for the latest dietary guidelines information. Cut up fruit and vegetables, measure out one cup of each, and place on a plate to demonstrate a serving.

Vocabulary:

**Dietary Guidelines:** Recommendations for food choices to have a healthy body.

**Ounce:** A weight measurement. The dietary guidelines use ounces to measure the amount of a grain or meat that equals one serving of the daily recommendations in its food group.

**Serving Size:** The amount of a food that is considered one serving.
Procedure:

Review (2 min)
- Yesterday we learned about the Food Guide Pyramid and nutrients
  - Ask for the names of the food groups and an example of a food in that group
  - Ask for what nutrients the food groups provide
- The food guide pyramid does not just tell us what foods to eat and why
  - The food guide pyramid also helps us decide how much of each food to eat

New Content (10 min)
- Put up transparency A Close Look At MyPyramid
  - Gives us general guidelines for healthy eating
  - Discuss each tip: Balance, activity, colorful foods, amount of food from each group, individual needs, gradual changes
- Now we will look at how many foods from each group a third-grader needs
- Put up transparency Eat the Five Food Group Way and hand out MyPyramid for Kids
- Direct attention to bottom of pyramid on their handout: Define Dietary guidelines
  - They tell us how much of each food group to eat
    - The amounts are given in ounces or cups (Serving Size)
  - The grains and meats groups use ounces
    - An ounce of grain: one slice of bread, a tortilla, 1 cup cereal, ½ cup rice
      - Q: How many ounces of grains should you eat each day? A: 6 oz.
    - An ounce of meat: 1 slice of turkey
      - Q: How many ounces of meats should you eat each day? A: 5 oz.
  - The vegetables, fruits, and dairy groups use cups
    - One cup: 12 baby carrots, a small apple, 1 cup of milk
    - Show example of 1 cup of fruit and vegetables on plate
    - Q: How many cups of vegetables should you eat each day? Fruit? Dairy? A: 2 ½, 1 1/2, and 3.
- Explain that these guideline vary depending on age and activity level
  - These guidelines are for 7-11 year olds who get about 30 minutes of exercise a day
  - Q: What if you get a lot of exercise? How would that change what you need? A: Would need more from each food group.
  - EMPHASIZE: Everyone has individual needs – more or less food
- Ask students to take out their dinner logs from the last lesson
  - Count the number of vegetables you ate for one meal
    - Q: Did you eat the recommended amount? How many more do you need?
  - Count the number of cups of dairy you had
    - Q: How many more cups would you need to meet the daily recommendation?
    - Q: What about fats, sugars, and salts? How many should you eat from this group? A: Need some to be healthy but need to limit.
- Today we are going to practice planning meals to meet the dietary guidelines for a person your age

Activity (20 min)
- Provide instructions
  - Students will work in pairs to plan a healthy menu for one day for “Jason”
  - Their menu will include breakfast, lunch, dinner and a snack
They need to make sure the menu include the recommended amounts from each food group (6 oz grains, 2 ½ cups vegetables, 1 ½ cups fruit, 3 cups dairy, 5 oz meat or beans).
They will have a worksheet/guide to help them plan
They can present their completed menu however they would like: Be creative!
- Include food and number of servings for each meal
- Write total servings from each food group for the entire menu at bottom
- Show students where to find construction paper, magazines, markers, glue, etc….

- Students will get into pairs based on seating arrangement and get out pencils, paper
- Hand out Food Math worksheet to each student
- As students work, circulate around room
- Assess understanding and answer questions
- After 20 minutes, bring class back together

Wrap-up and Summary (3 min)
- Discuss student food choices: Did they include variety, the right amounts from each group, whole grains, colorful vegetables and fruits?
- Review importance of eating from all groups, following guidelines
- Give students assignment:
  - Tally amounts from one of their dinner logs, identify an area to improve and set a goal to meet that area
  - Will record their food choices for two more dinners using MyPyramid Tracker worksheet
    - Try to meet their improvement goal
  - Show students how to use the worksheet
- Hand out 2 worksheets/student
- Hand out the Parent Tips
  - Explain that these tips are ways to meet the guidelines (variety, balance, colorful foods, activity, etc.)
  - Encourage students to explain the tips to their parents

Assessment:
- Students will plan a menu for “Jason” that meets all of the daily dietary guidelines (6 oz grains, 2 ½ cups vegetables, 1 ½ cups fruit, 3 cups dairy, and 5 oz meats/beans) and includes breakfast, lunch, dinner, and a snack.
- Students will review their dinner logs from the previous lesson and accurately identify the dietary guidelines they met. They will set a goal to make at least one improvement towards meeting the dietary guidelines.
- Students will record the foods they eat over the next two dinners and accurately identify the food groups and dietary guidelines met by eating those foods.

Home/Family Involvement and Extension: The student will bring home a MyPyramid tracking worksheet and record their food choices for two dinners. They will work to meet an individual goal regarding the dietary guidelines. Students will also bring home a handout for parents on meeting the dietary guidelines. Encourage students to share their work and their food goal with their parents/guardians.
Resources:


Health Education Standards:
1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
3. Students will demonstrate the ability to set goals and make responsible decisions.

Performance Indicators:
- Students will recognize the relationship between eating behaviors and personal health.
- Students will choose healthy options when making eating decisions.
- Students will set personal health goals and track progress towards achieving their goal.
A Close Look at *MyPyramid* For Kids

*MyPyramid for Kids* reminds you to be physically active every day, or most days, and to make healthy food choices. Every part of the new symbol has a message for you. Can you figure it out?

**Be Physically Active Every Day**
The person climbing the stairs reminds you to do something active every day, like running, walking the dog, playing, swimming, biking, or climbing lots of stairs.

**Eat More From Some Food Groups Than Others**
Did you notice that some of the color stripes are wider than others? The different sizes remind you to choose more foods from the food groups with the widest stripes.

**Choose Healthier Foods From Each Group**
Why are the colored stripes wider at the bottom of the pyramid? Every food group has foods that you should eat more often than others; these foods are at the bottom of the pyramid.

**Every Color Every Day**
The colors orange, green, red, yellow, blue, and purple represent the five different food groups plus oils. Remember to eat foods from all food groups every day.

**Make Choices That Are Right for You**
*MyPyramid.gov* is a Web site that will give everyone in the family personal ideas on how to eat better and exercise more.

**Take One Step at a Time**
You do not need to change overnight what you eat and how you exercise. Just start with one new, good thing, and add a new one every day.
This chart is intended as an eating guide for children ages 7-13 who participate in 30-60 minutes of moderate activity daily. For children 14+ and adults, refer to www.myPyramid.gov.

### EAT THE FIVE FOOD GROUP WAY!

<table>
<thead>
<tr>
<th>Food Group, Health Benefits, and Nutrients</th>
<th>MYPYRAMID.gov Total Daily Portions</th>
<th>Translating Portions Into Daily Servings²</th>
<th>Food</th>
<th>Common Serving Size</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRAIN GROUP²</strong></td>
<td></td>
<td></td>
<td>Bread</td>
<td>1 slice</td>
</tr>
<tr>
<td>Provides energy and aids digestion</td>
<td></td>
<td></td>
<td>Tortilla, roll, muffin</td>
<td>1</td>
</tr>
<tr>
<td>Ages 7-10 = 5-6 oz</td>
<td></td>
<td></td>
<td>Bagel, hamburger bun</td>
<td>1/2</td>
</tr>
<tr>
<td>Ages 11-13 = 6-7 oz</td>
<td></td>
<td></td>
<td>Rice, pasta, cooked cereal, grits</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>Key Nutrients:</td>
<td></td>
<td></td>
<td>Ready-to-eat cereal</td>
<td>1 oz (flakes or round)</td>
</tr>
<tr>
<td>■ Carbohydrate</td>
<td></td>
<td></td>
<td>Pancake, waffle</td>
<td>1 (4” diameter)</td>
</tr>
<tr>
<td>■ Fiber</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VEGETABLE GROUP</strong></td>
<td></td>
<td></td>
<td>Cooked vegetables</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>Helps you see in the dark</td>
<td></td>
<td></td>
<td>Chopped, raw vegetables</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>Ages 7-10 = 2-2 1/2 cups</td>
<td></td>
<td></td>
<td>Raw, leafy vegetables</td>
<td>1 cup</td>
</tr>
<tr>
<td>Ages 11-13 = 2 1/2-3 cups</td>
<td></td>
<td></td>
<td>Vegetable juice</td>
<td>3/4 cup</td>
</tr>
<tr>
<td>Key Nutrients:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Vitamin A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Fiber</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FRUIT GROUP</strong></td>
<td></td>
<td></td>
<td>Apple, banana, grapefruit</td>
<td>1 medium</td>
</tr>
<tr>
<td>Heals cuts and bruises</td>
<td></td>
<td></td>
<td>Orange, pear</td>
<td>1/2 fruit</td>
</tr>
<tr>
<td>Ages 7-10 = 1 1/2 cups</td>
<td></td>
<td></td>
<td>Cantaloupe</td>
<td>1/4 fruit</td>
</tr>
<tr>
<td>Ages 11-13 = 1 1/2-2 cups</td>
<td></td>
<td></td>
<td>Raisins, dried fruit</td>
<td>1/4 cup</td>
</tr>
<tr>
<td>Key Nutrients:</td>
<td></td>
<td></td>
<td>Chopped fruit</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>■ Vitamin C</td>
<td></td>
<td></td>
<td>100% fruit juice</td>
<td>3/4 cup</td>
</tr>
<tr>
<td>■ Potassium</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MILK GROUP</strong></td>
<td></td>
<td></td>
<td>Milk</td>
<td>1 cup (8 oz)</td>
</tr>
<tr>
<td>Builds strong bones and teeth</td>
<td></td>
<td></td>
<td>Yogurt</td>
<td>8 oz container</td>
</tr>
<tr>
<td>Ages 7-10 = 3 cups</td>
<td></td>
<td></td>
<td>Cheese</td>
<td>1 1/2 to 2 oz</td>
</tr>
<tr>
<td>Ages 11-13 = 3 cups</td>
<td></td>
<td></td>
<td>Pudding</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>Key Nutrients:</td>
<td></td>
<td></td>
<td>Frozen yogurt</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>■ Calcium</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Vitamin D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MEAT GROUP</strong></td>
<td></td>
<td></td>
<td>Cooked lean meat, poultry, fish</td>
<td>2 3 oz</td>
</tr>
<tr>
<td>Builds strong muscles</td>
<td></td>
<td></td>
<td>Egg</td>
<td>1 (1 oz)</td>
</tr>
<tr>
<td>Ages 7-10 = 5 oz</td>
<td></td>
<td></td>
<td>Peanut butter</td>
<td>2 tbsp (1 oz)</td>
</tr>
<tr>
<td>Ages 11-13 = 5-6 oz</td>
<td></td>
<td></td>
<td>Cooled dried peas or beans</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>Key Nutrients:</td>
<td></td>
<td></td>
<td>Nuts, seeds</td>
<td>1/3 cup</td>
</tr>
<tr>
<td>■ Protein</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Iron</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>“OTHERS” CATEGORY</strong></td>
<td></td>
<td></td>
<td>Fats, oils, spreads</td>
<td>1 tsp to 1 tbsp</td>
</tr>
<tr>
<td>See MyPyramid.gov for information on “Oils” and “Discretionary Calories”</td>
<td></td>
<td></td>
<td>Candy</td>
<td>1 oz</td>
</tr>
<tr>
<td>Active children can consume “Others” in moderation, as long as they eat the recommended amounts from the Five Food Groups.</td>
<td></td>
<td></td>
<td>Cookies</td>
<td>2 small</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cake</td>
<td>1/16 of cake</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chips</td>
<td>1 oz</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Soft drinks</td>
<td>12 oz</td>
</tr>
</tbody>
</table>
Food Math

Jason is 9 years old. He’s physically active sometimes. Each day, he needs to eat:

<table>
<thead>
<tr>
<th>Grains</th>
<th>Vegetables</th>
<th>Fruit</th>
<th>Milk</th>
<th>Meat and Beans</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 ounces</td>
<td>2½ cups</td>
<td>1½ cups</td>
<td>3 cups</td>
<td>5 ounces</td>
</tr>
</tbody>
</table>

Help Jason decide what to eat today. Plan breakfast, lunch, dinner, and a snack. Be sure he gets all the food he needs from each group. (Food items may be selected more than once.)

Grains 6 ounces

- 1 slice whole-wheat toast* (1 OZ EQ)
- 6 whole-wheat crackers* (1 OZ EQ)
- 1 slice white bread (1 OZ EQ)
- 1 slice whole-wheat bread* (1 OZ EQ)
- 1 cup whole-grain ready-to-eat breakfast cereal* (1 OZ EQ)
- ½ cup cooked brown rice* (1 OZ EQ)
- 1 cup cooked pasta (2 OZ EQ)
- 1 hamburger bun (1 OZ EQ)
- 3 cups low-fat popcorn* (1 OZ EQ)

*Items marked with a * are whole-grain

Vegetables 2½ cups

- 6 baby carrots* (¼ CUP EQ)
- 1 large ear of corn (1 CUP EQ)
- 1 medium baked potato (1 CUP EQ)
- 1 cup cooked greens* (1 CUP EQ)
- 1 large baked sweet potato* (1 CUP EQ)
- 3 spears broccoli* (1 CUP EQ)
- ½ cup tomato juice (¼ CUP EQ)
- 1 cup chopped lettuce (¼ CUP EQ)

*Items marked with a * are dark green or orange vegetables

Fruits 1½ cups

- 1 small apple or ¼ large apple (1 CUP EQ)
- 1 large orange (1 CUP EQ)
- 1 snack-sized container of peaches (½ CUP EQ)
- 1 large plum (½ CUP EQ)
- 1 small box raisins (¼ CUP EQ)
- 1 cup 100% orange juice (1 CUP EQ)
- 1 medium wedge cantaloupe (½ CUP EQ)
- 1 small wedge watermelon (1 CUP EQ)

Milk 3 cups

- ½ cup lowfat or fat-free cottage cheese (¼ CUP EQ)
- 1 cup fat-free milk (1 CUP EQ)
- 1 snack-sized lowfat or fat-free yogurt (½ CUP EQ)
- 1 half-pint container 1% or 2% milk (1 CUP EQ)
- 2 ounces of lowfat or fat-free American cheese (1 CUP EQ)
- 1¼ ounces of lowfat or fat-free cheddar cheese (1 CUP EQ)
- ½ cup light ice cream (1 CUP EQ)

Meat and Beans 5 ounces

- 1 ounce of nuts (2 OZ EQ)
- 1 cup split pea soup (2 OZ EQ)
- 1 small chicken breast half (2 OZ EQ)
- 1 small lean hamburger (2 OZ EQ)
- 1 hard-boiled egg (1 OZ EQ)
- 1 tablespoon peanut butter (1 OZ EQ)
- ¼ cup of pinto beans (1 OZ EQ)
- 1 slice of turkey (1 OZ EQ)

Key: (1 OZ EQ) means (equals 1 ounce equivalent)
# MyPyramid Worksheet

Check how you did yesterday and set a goal to aim for tomorrow

<table>
<thead>
<tr>
<th>Write In Your Choices From Yesterday</th>
<th>Food and Activity</th>
<th>Tip</th>
<th>Goal (Based On a 1800 Calorie Diet)</th>
<th>Match Each Food Choice In Its Food Group*</th>
<th>Estimate Your Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast:</td>
<td>Grains</td>
<td></td>
<td>Make at least half your grains whole grains.</td>
<td>6 ounces equivalent (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or ½ cup cooked rice, pasta, or cornmeal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ounce equivalents</td>
</tr>
<tr>
<td>Lunch</td>
<td>Vegetables</td>
<td></td>
<td>Color your plate with all kinds of great tasting veggies.</td>
<td>2 ½ cups (Choose from dark greens, orange, starchy, dry beans and peas, or other veggies)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>cups</td>
</tr>
<tr>
<td>Fruits</td>
<td></td>
<td></td>
<td>Make most choices fruit, not juice.</td>
<td>1 ½ cups</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>cups</td>
</tr>
<tr>
<td>Snack</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dinner</td>
<td>Milk</td>
<td></td>
<td>Choose low-fat milk or 1% milk.</td>
<td>3 cups (1 cup yogurt or ½ ounce cheese = 1 cup milk)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>cups</td>
</tr>
<tr>
<td>dinner</td>
<td>Meat and Beans</td>
<td></td>
<td>Choose lean meat and poultry. Very your choices—more fish, beans, peas, nuts, and seeds.</td>
<td>5 ounce equivalents (1 ounce equivalent is 1 ounce meat, poultry or fish, 1 egg, 1 T. peanut butter, 1 ounce nut or 2 T. dried beans)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ounce equivalents</td>
</tr>
<tr>
<td>Physical activity:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical activity:</td>
<td></td>
<td></td>
<td>Build more physical activity into your daily routine at home and school.</td>
<td>At least 60 minutes of moderate to vigorous activity a day or most days.</td>
<td></td>
</tr>
</tbody>
</table>

How did you do yesterday?  □ Great  □ So-So  □ Not So Great

My food goal for tomorrow is: ____________________________

My activity goal for tomorrow is: ____________________________

*Some foods don’t fit into any group. These “extras” may be mainly fat or sugar—limit your intake of these.
MyPyramid
For Kids
Eat Right. Exercise Have Fun.
MyPyramid.gov

Grains
Make half your grains whole.
Start smart with breakfast. Look for whole-grain cereals.
Just because bread is brown doesn’t mean it’s whole-grain. Search the ingredients list to make sure the first word is “whole” like “whole wheat”.

Vegetables
Very your veggies.
Color your plate with all kinds of great-tasting veggies. What’s green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.

Fruits
Focus on fruits.
Fruits are nature’s treats – sweet and delicious. Go easy on juice and make sure it’s 100%.

Milk
Get your calcium-rich foods.
Move in the milk group to get your calcium. Calcium builds strong bones.
Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.

Meat & Beans
Go lean with protein.
Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.
It’s not, but true.
Nuts, seeds, peas, and beans are all great sources of protein, too.

For an 1,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

- Eat 6 oz. every day: at least half should be whole.
- Eat 2 cups every day.
- Eat 1.5 cups every day.
- Get 3 cups every day: for kids ages 2 to 8, it’s 2 cups.
- Eat 5 oz. every day.

Oils
Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and Liquid oils such as corn oil, soybean oil, and canola oil.

Fats and sugars – know your limits.
- Get your fat facts and sugar smarts from the Nutrition Facts panel.
- Limit solid fats as well as foods that contain them.
- Choose lean meats and fish, low-fat milk, and low-fat dairy products.
- Choose lean meats and fish, low-fat milk, and low-fat dairy products.
Dear Parents and/or Caregivers,

Today your child learned about the dietary guidelines from the Food Guide Pyramid. We discussed the recommended daily servings from each food group, eating a variety of foods, getting daily exercise, and setting small goals towards developing healthy eating habits. Your child practiced creating a daily menu that includes all of the recommended servings from each food group. Over the next two days, I have asked the students to work on a small goal towards meeting more of their daily recommendations. I encourage you to check in with your child about their progress. The MyPyramid.gov website provides some great tips for helping meet the dietary guidelines. I have included their tip sheet so that you can look it over if you wish.

Sincerely,

Ms. Krejci
Lesson 3: “Eat Right!”

Lesson Goal: To provide students with a review of the food pyramid and information on how to make healthy snack choices.

Major Objectives:
- The students will review the food pyramid and be able to state and apply the information correctly.
- The students will be able to distinguish between an ‘always’ snack and a ‘sometimes’ snack choice.
- The students will individually create a collage depicting ‘always’ snack choices.

Behavioral Objectives:
- After a lesson on the importance of choosing “always” snack choices, the student will create a collage of at least three “always” snack choices and no “sometimes” snack choices.
- After a lesson on “always” snack choices, the student will write why each of three snack choices is an “always” snack choice.
- After a lesson on the importance of “always” snack choices, the student will list at least three reasons “always” snacks help develop healthy bodies.

Total Time needed: 30 minutes

Materials Needed:
- White board
- Whiteboard markers
- Information on the new food pyramid
- Extra Copies of the food pyramid for students
- Examples of a always snack (fruit, granola bar, cheese stick, pudding)
- Examples of a sometimes snack (chips, candy, soda, cookies)
- Overhead projector
- Transparency of healthy choice logos for students to see
- White paper with black circle (class set)
- Magazines
- Scissors
- Glue
- Markers
- Pencil
- Handout Are You Snack Smart for each student
- Handout of ‘always’ snack recipes for each student

Special Preparation:
Create placemat/plate template and print out class set. Bring examples of ‘always’ and ‘sometimes’ snack choices. Research the new food pyramid.
Vocabulary:

**Habit:** action that is repeated so it becomes automatic.

**Food pyramid:** A pyramid shaped diagram that gives us basic information on the foods we should eat each day to stay healthy and grow strong. It is divided into food groups.

Curriculum Integration Ideas: Art, communication skills, critical thinking, home economics

Procedure:

1. Draw food pyramid on the whiteboard. (3 minutes)
   a. Q: Who remembers what this is? A: food pyramid
   b. Q: Who can tell me a food group of the food pyramid? A: grain, vegetables, fruits, etc…
   c. Q: What nutrients can we get from following the food pyramid? A: Carbohydrates, protein, calcium, vitamins.
2. Ask students to take out their food guide pyramid handouts from yesterday (Pass out extras as needed).
3. Discuss what an ‘always’ snack consists of (4 minutes)
   a. Q: what is an ‘always’ snack?
   b. Q: what is a ‘sometimes’ snack?
   c. Q: why should we eat ‘always’ snacks?
   d. Q: how do they help our body?
4. Pass out the handout Are You Snack Smart to each student.
5. Ask students which snack is the ‘always’ snack with the items brought in. (1 minute)
6. Show students “healthy logos” so they can determine if it is an ‘always’ snack or not (3 minutes)
   a. Pass around the logos
   b. Q: has anyone ever seen a snack with either of these logos on it?
   c. Q: do all ‘always’ snacks have this logo on it?
7. Explain placemat activity with an example (2 minutes)
   a. Each student will be given a white sheet of paper with a circle on it. This depicts a placemat and plate.
   b. The students will cut out always-choice snacks or food from magazines and create a collage in the circle/plate on their paper. They need to include at least 3 ‘always’ snack choices on their placemat.
   c. The student will write about why they chose each food item and why choosing ‘always’ snacks is important on the back of their placemat.
   d. After they have made a collage of ‘always’ choices on their paper, they can choose to cut out or draw a picture of an always beverage.
   e. If students get done early, have them color their “placemat” in a creative way.
8. Have students take out markers, glue, scissors, etc. (1 minute)
9. Walk around the classroom discussing collage to make sure students are making ‘always’ snack decisions. (9 minutes)
10. Have students clean up their materials and garbage surrounding their area. (1 minute)

Closure:

11. Ask for volunteers to share their placemat. (1 minute)
12. Discuss how everyone chose ‘always’ snack choices and how we should eat like this every day. (2 minutes)
13. If time allots: ask students to count how many servings of each food group they showed on their plate and share with the class or a partner.

**Evaluation:**
- The teacher will observe and interact with students while they are creating their collages. The teacher will individually assess understanding by observing if students are choosing ‘always’ food for their collage.
- The teacher will collect the placemats and review students’ snack selections and reasons for selecting the food items to check for understanding.

**Homework or Family involvement:** The teacher will send home some recipes for healthy snacks that are easy to make. The teacher will also challenge students to bring an ‘always’ snack to school tomorrow.

**Resources:**
  http://www.eduplace.com/rdg/gen_act/cooking/eatrigh.html

**National Health Education Standard(s):**
1-Students will comprehend concepts related to health promotion and disease prevention to enhance health.
6-Students will demonstrate the ability to set goals and make responsible decisions.

**Performance Indicator(s)**
1-describe the relationship between healthy behaviors and personal health
6—choose a healthy option when making a decision
Are You Snack Smart?

Quick quiz!

True or false: Snacking can be good for you.

That's absolutely true when you're smart about the way you snack.

When is snacking not so smart? Well, when you're not really hungry, but you eat lots of snacks just because it's a habit, like when you're watching TV. Or, if you always snack on the same things, like salty snacks, sweet treats or sugary drinks. These are OK sometimes, but there's a ton of different snacks you can try.

You're "snack smart" if you ...

- Pick snacks that taste great and help you look and feel good. Check out our Super Snack Finder below for some ideas. Then, ask Mom and Dad to stock up on the stuff you like best. Don't be boring! Try some new snacks, too.
- Have a snack when there's tons of time between meals. So, if you eat lunch at noon and dinner's at 6:00, a snack right after school—say at about 3:00—is just right if you are hungry. You'll get some fuel to do homework or to get outside and play.
- Eat enough, but not too much. When you're fueling up between meals, don't eat so much that you're stuffed when it's time for dinner. But, if you're doing something active like playing a sport, taking a dance class, biking or running around with your friends, it's OK to fuel up with a bigger snack.
- Pack a great snack in your backpack. When you can't get home for a snack because of your busy schedule, take it with you. Pack sturdy stuff that won't get squished—try an apple, single-serving boxes of raisins, small bags of nuts or pretzels or a box of juice.

Super Snack Finder

- Low-fat yogurt—try freezing those squeezable tubes
- Cheese sticks
- A fistful of peanuts or trail mix
- Frozen fruit bars
- Any fresh fruit like grapes, an apple, banana or orange—you pick!
- Any dried fruit like raisins or apricots
- Any veggie, especially easy-to-eat ones like cherry tomatoes, baby carrots and cut-up green peppers
- Graham crackers (don't forget the milk!)
- Oatmeal cookies
- Fortune cookies
- Fig bars
- Cereal bar or granola bar
- Low-fat chocolate milk
- Orange juice
- A toasted bagel half topped with a cheese slice
- Pudding made with low-fat or fat-free milk
- Applesauce
- Whole-wheat crackers smeared with peanut butter
- Pretzels
- Salsa and baked tortilla chips
- Hummus (chick pea dip) and pita bread
- A cup of soup and a couple of crackers
- Bowl of cereal—hot or cold
- A nuked potato topped with catsup
- Cold cooked chicken
- A slice of pizza—hot or cold
Placemat Template
Exercise
- Adults should be physically active for at least 30 minutes most days of the week, children for 60 minutes.
- Sixty to 90 minutes of daily physical activity may be needed to prevent weight gain or sustain weight loss.

Visuals Used:
**FROZEN YOGURT POPS**
Prep time: about 1 to 2 hours

**Ingredients:**
* 1 8-oz. container of your favorite flavor of yogurt

**Utensils:**
* small paper cups
* wooden popsicle sticks (available in craft stores)
* plastic wrap

**Directions:**
1. Pour yogurt into paper cups. Fill them almost to the top.
2. Stretch a small piece of plastic wrap across the top of each cup.
3. Using the popsicle stick, poke a hole in the plastic wrap. Stand the stick straight up in the center of the cup.
4. Put the cups in the freezer until the yogurt is frozen solid.
5. Remove the plastic wrap, peel away the paper cup, and eat your pop!

**Serves:** 3 to 4
**Serving size:** 1 pop
**Nutritional analysis (per serving):**
- 127 calories
- 5 g protein
- 2 g fat
- 21 g carbohydrate
- 0 g fiber
- 7 mg cholesterol
- 73 mg sodium
- 262 mg calcium
- 0 mg iron

Note: Nutritional analysis may vary depending on ingredient brands used.

---

**SIMPLE SNACK MIX**
Note: Use single-serving bags or containers to take this snack on the go.
Prep time: 5 minutes

**What you need:**
* 1 cup whole grain cereal (squares or Os work best)
* 1/4 cup dried fruit of your choice
* 1/4 cup nuts, such as walnut pieces, slivered almonds, or pistachios
* 1/4 cup small, whole-grain snack crackers or pretzels

**Equipment and supplies:**
* Large bowl
* Measuring cups
* Large spoon

**What to do:**
1. Measure out ingredients THEN Combine in large bowl.

**How much does this recipe make?--**Three to four 1/2-cup servings
AWESOME APPLESAUCE
Prep time: 10 minutes
Ingredients:
* 2 small red apples
* 2 tbsp. lemon juice
* 2 tsp. sugar
* 2 pinches of cinnamon
Utensils:
* knife (You'll need help from your adult assistant.)
* blender or food processor
* measuring spoons
* serving bowls
Directions:
1. Peel the apples and cut them into small pieces. Throw out the core.
2. Put the apple pieces and lemon juice into the blender or food processor. Blend until the mixture is very smooth.
3. Pour the mixture into two small bowls and stir in the sugar and cinnamon.
4. Enjoy your awesome applesauce!
Serves: 2
Serving size: 1 bowl (half the recipe)
Nutritional analysis (per serving):
84 calories
0 g protein
0 g fat
22 g carbohydrate
2 g fiber
0 mg cholesterol
3 mg sodium
14 mg calcium
0.3 mg iron
Note: Nutritional analysis may vary depending on ingredient brands used.

Where to find more FUN recipes:
http://www.kidshealth.org/kid/recipes/
Lesson 4: “Fun with Food Labels”

Lesson Goal: To help students understand basic information found on food labels and practice reading nutrition labels to make healthy food choices.

Behavior Objectives:
1) After being introduced to the basic information found on nutrition labels, students will use the nutrition label on a food product to correctly identify the serving size, servings per container, calories, and fat of the product.
2) After reviewing general guidelines for high versus low calorie, fat, sugar, and sodium foods, students will compare two food products and correctly identify the healthier choice.
3) Students will create a nutrition label for an “always” snack including information on serving size, servings per container, calories, and fat at the end of the food label lesson.

Time: 30 minutes

Integration: Math and Art Studies, Critical Thinking, Self-Directed Learner

Materials:
- Overhead projector
- Transparency Nutrition Facts Label
- Clean, empty food containers for students to use for practice (cereal boxes, milk jug, yogurt, granola bar, macaroni and cheese, chips, bread).
  - Need 1 product container for every 2 students.
- Nutrition label handout for each student
- Food Label Fun worksheet for each student
- Blank nutritional label template for each student
- Markers, pens/pencils, crayons
- Parent letter with information and resources for each student
- Food label comparison worksheet for students who finish early

Teacher Preparation:
- Collect empty food product containers (make sure they are clean and empty). Pair products and labels for the groups: The pairs should reflect decisions students would commonly make in food (Ex: yogurt and milk, two types of cereal, granola bar and candy bar, soda and milk).
- Modify the student nutrition label handout by cutting out the old food guide pyramid.
- Check the USDA and FDA websites for the most current nutrition label guidelines.

Vocabulary:
Calorie: A unit of energy produced by food and used by the body.
Calcium: A mineral that helps keep bones and teeth strong. Dairy products are a good source of calcium.
Carbohydrate: A nutrient that is the main source of energy for the body. Bread, pasta, cereal, rice, and potatoes are all carbohydrates.
**Fat:** A nutrient that provides energy and helps the body store and use vitamins. Examples include butter, oil, and margarine.

**Nutrition Facts Label:** A label found on most food products giving information on the amount of food in one serving, how many servings are in the container, the number of calories in one serving, and the amount of fat in one serving.

**Protein:** A nutrient that is needed for growth, building, repairing, and maintaining body tissues; and for supplying energy. Eggs, chicken, beans, turkey, beef, fish, cheese and milk are all sources of protein.

**Serving Size:** The listing on the food label of the amount of food that is considered one serving.

**Servings per Container:** The listing on the food label for the number of servings of food in the container.

**Sodium:** Sodium information on the nutrition label tells you the amount of salt in a serving of the food.

**Procedure:**

**Introduction/Review (3 min)**
- Review the concept of a balanced snack
  - Why is it important to have balanced snacks?
  - What are some examples of balanced, “always” snacks?
- Ask students to share the “always” snack they brought
  - If student forgot/doesn’t have a snack, they can look at partner’s snack
- Introduce Nutrition Facts Label
  - How do you decide what an “always” snack is (e.g. when you are getting food from a store or vending machine)?
  - Has anyone heard of a nutrition facts label?
- Define **nutrition facts label** (food label)

**New Content (7 min)**
- Display transparency of the food label
  - Students can look at the food label on their snack as they follow along
- Discuss where the food label is found on food products (side, bottom, or back of container).
  - Use some of the products to demonstrate
- Food Labels provide a lot of information
  - Today we are focusing on a few of the most important parts of the label
- Discuss the information included on a food label
  - Start with **serving size** and **servings per container**
    - Common serving sizes: cups, pieces, ounces
    - Importance of serving size (influences the other information)
    - Many things we eat as one serving are actually many servings
  - **Calories** (energy you get from the food)
    - 40 calories = low, 100 calories = moderate, 400 calories = high
    - Number of calories you need depends on activity, type of meal (snack, treat, meal), and individual needs
  - **Fats** are important but we often eat too many
    - 3g = low, 10g = medium, 20g = high
  - **Other important information:**
    - **Sodium:** Foods with a lot of sodium are “sometimes” foods
- **Calcium**: We need enough to build strong bones and teeth
- **Carbohydrates** and sugar: Foods with a lot of sugar are “sometimes” foods
- **Protein**
  - Food labels help us make good choices about food and understand what we are eating.
  - Ask students to put away their snack

**Practice Reading Labels (8 min)**
- Distribute student copies of the food label and the food label worksheet
- Distribute food product containers – 2 per group (products will be pre-selected so groups can compare two similar products)
- Have students get into groups of 4 while passing out the materials (6 or 7 groups)
  - The groups will be formed by clustering neighboring desks
- Instruct students to work together to fill out the worksheet for the products at their tables
  - 2 students will look at each product and then the whole group will compare their two products
- The teacher will walk around the room answering questions and monitoring understanding
- Get student feedback:
  - Did any food labels surprise them?
  - What is hard to find/understand?
  - Were they able to agree which product was healthier?
  - How can they use this information when choosing snacks?

**Activity (8 min)**
- Hand out nutrition label template and gather the products
- Give students instructions for the activity
  - They will create a food label for an “always” snack
  - Use their handout as a guide
  - They need to include serving size, servings in a container, calories, and fat
  - They can also add other details
  - Use what they learned about nutrients to decide what information to include
- Students can use markers, crayons, colored pencils, and pens/pencils
- The teacher will circulate throughout the class helping students, providing feedback, and assessing understanding

**Wrap up (4 min)**
- Why are food labels important?
- What do they tell students?
- What are some ways they can use food labels to make healthier snack choices?
- Hand out the parent letter and guide to using food labels
- Encourage students to share their activity with their parents and share the information they learned about using food labels

**For Students who finish early:**
Give them the food label comparison worksheet and have them look at several of the food containers in the classroom. Have them try to find the food with the least sugar, fat, sodium,
and/or calories. What product would be an “always” food? What product would be a “sometimes” food?

**Assessment:**
- Students will fill out the food label worksheet with accurate serving size, number of servings, calories and fat for their food product.
- Students will compare two food containers and correctly identify the healthier choice.
- Students will create a food label for an “always” snack including information on fat, calories, serving size, and number of servings.

**Home Involvement/Extension:**
Students will take home a parent/guardian letter explaining the lesson and providing important food label facts. The letter will also provide some website resources for parents interested in learning more about food labels.

Encourage students to share their food label activities with parents/guardians and demonstrate how to read a food label. Ask students to use the food label comparison worksheet to compare food products they like to eat and share their discoveries with the class tomorrow.

**Resources Used:**
Baylor College of Medicine (2008). *Food labels tell the story!: From the label to the table!*


U.S. Food and Drug Administration (2004). *How to understand and use the nutrition facts label.*

**National Health Education Standard:**
1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Performance Indicators:**
- Students will understand health-related information provided on consumer products.
• Students will locate resources that provide valid health information.
• Students will identify responsible personal health behaviors.
• Students will demonstrate behaviors that enhance health and reduce risk.
### Nutrition Facts

**Serving Size**: ½ cup (114g)
**Servings Per Container**: 4

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong> 90</td>
<td>5%</td>
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<tr>
<td>Calories from Fat 30</td>
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<tr>
<td><strong>Total Fat</strong> 3g</td>
<td>5%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Cholesterol</strong> 0mg</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Sodium</strong> 300mg</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong> 13g</td>
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</tr>
<tr>
<td>Dietary Fiber 3g</td>
<td>12%</td>
</tr>
<tr>
<td>Sugars 3g</td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong> 3g</td>
<td></td>
</tr>
</tbody>
</table>

- Vitamin A 80%
- Vitamin C 60%
- Calcium 4%
- Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

<table>
<thead>
<tr>
<th>Calories:</th>
<th>2,000</th>
<th>2,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
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<td>65g</td>
</tr>
<tr>
<td>Sat Fat</td>
<td>Less than</td>
<td>20g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>Less than</td>
<td>300mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>Less than</td>
<td>2,400mg</td>
</tr>
<tr>
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</tr>
<tr>
<td>Dietary Fiber</td>
<td>25g</td>
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</tr>
</tbody>
</table>

Calories per gram:
- Fat 9
- Carbohydrate 4
- Protein 4
Instructions: Choose one of the food containers at your table and look at the food label. Use the food label to answer the questions.

Name of your food:__________________________________________

1. What is the size of one serving of your food? _______________________

2. How many servings are in the container? __________________________

3. How many calories are in one serving? __________________________

4. How many grams of fat are in one serving? ________________________

5. How many grams of sugar are in one serving of this food? ____________

The Next Step: After all of your group members have finished looking at one of the containers, compare the two foods. Answer the questions as a group.

Name of the 2nd food: _________________________________________

6. Which food has more sugar? ________________________________

7. Which food has more fat? ________________________________

8. Which food has more calories? ________________________________

9. What food is the healthier choice and why?

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________
**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving Size:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Servings Per Container:</td>
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</table>

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>% Daily Value</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Fat</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cholesterol</td>
<td></td>
</tr>
<tr>
<td>Sodium</td>
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<tr>
<td>Total Carbohydrate</td>
<td></td>
</tr>
<tr>
<td>Sugars</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>%</td>
</tr>
<tr>
<td>Comparison</td>
<td>Example</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1. What is the name of the product?</td>
<td></td>
</tr>
<tr>
<td>2. How large is one serving?</td>
<td></td>
</tr>
<tr>
<td>3. How many calories per serving?</td>
<td></td>
</tr>
<tr>
<td>4. How many total grams of fat per serving?</td>
<td></td>
</tr>
<tr>
<td>5. How many grams of fiber are in each serving?</td>
<td></td>
</tr>
<tr>
<td>6. How many milligrams of salt (sodium) are in each serving?</td>
<td></td>
</tr>
<tr>
<td>7. What is the percent Daily Value of Vitamin C in each serving?</td>
<td></td>
</tr>
<tr>
<td>8. How many grams of protein are in each serving?</td>
<td></td>
</tr>
</tbody>
</table>
Dear Parents and/or Caregivers,

Today in class your child learned about nutrition facts labels. We discussed the basic information found on nutrition labels and how to use the labels to make healthy food choices. During the lesson your child practiced reading and comparing nutrition labels. You may be interested in having your child share their work and explain what they learned in class today. I have included two websites and some label-reading information for you to look at and share with your child if you choose. As children begin to make their own food choices, it is important that we all help them practice making healthy eating decisions. We want them to develop lifelong healthy eating habits so they can become healthy and happy adults.

Sincerely,

Ms. Rachel Krejci

Websites:
1) Kraft Foods “Sensible Solutions” website
   The site provides information on reading food labels, gives suggestions for including kids in grocery shopping and cooking, and includes many child-friendly recipes.
   www.kraftfoods.com/kf/YourKids/

2) Food and Drug Administration’s “Spot the Block” initiative
   The FDA has partnered with the Cartoon Network to teach children about healthy food choices and using nutrition labels. The website provides many interactive games and videos that children can use to learn more about healthy eating. The website is targeted to the “tween” age group.
   www.cfsan.fda.gov/~dms/spotov.html
### Nutrition Facts

**Serving Size**: 1 cup (228g)

**Servings Per Container**: 2

<table>
<thead>
<tr>
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<tr>
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<tr>
<td>Saturated Fat</td>
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</tr>
<tr>
<td>Trans Fat</td>
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</tr>
<tr>
<td>Cholesterol</td>
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</tr>
<tr>
<td>Sodium</td>
<td>470mg</td>
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<tr>
<td>Total Carbohydrate</td>
<td>31g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>0g</td>
</tr>
<tr>
<td>Sugars</td>
<td>5g</td>
</tr>
<tr>
<td>Protein</td>
<td>5g</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

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<thead>
<tr>
<th>Calories:</th>
<th>2,000</th>
<th>2,500</th>
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<td>Cholesterol</td>
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</tr>
<tr>
<td>Sodium</td>
<td>Less than 2,400mg</td>
<td>2,400mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>300g</td>
<td>375g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>25g</td>
<td>30g</td>
</tr>
</tbody>
</table>

### Quick Guide

- **5% or less is Low**
- **20% or more is High**

### Footnote

http://www.cfsan.fda.gov/~dms/foodlab.html
Lesson 5: “Pick Your Portion!”

Lesson Goal: To familiarize students with the serving sizes of various foods within each food group, to provide practice with choosing the correct serving size, and to help students understand that serving sizes help individuals meet the dietary guidelines from the food pyramid.

Behavioral Objectives:
• The student will identify the correct serving size for three different foods on a worksheet with 100% accuracy after a measuring activity.
• The student will identify three different objects that can help estimate correct serving sizes on a worksheet with 100% accuracy after a lesson on serving sizes.
• The student will write at least one reason serving sizes are important and how they relate to the food guide pyramid when given a worksheet after a lesson on serving sizes and dietary guidelines.

Time: 35 minutes

Integration: Math Studies, Critical Thinking, Problem Solving, Home Economics, Communication Skills,

Teacher Materials:
• PowerPoint slideshow Portion Distortion
• Equipment to present PowerPoint: computer, LCD projector, computer connections, screen)
• Extra copies of the handout MyPyramid for Kids (See Lesson 2)
• Class set of the hand out One Portion Looks Like
• Large drinking glass
• Bottle of juice
• Objects to represent serving sizes: a deck of cards, a golf ball, a baseball, a small computer mouse, a CD, 4 dice, milk carton, box of raisins (small)
• 3 sets each of Measuring cups and spoons (1 cup, ½ Cup, ¼ Cup; 1 Tablespoon, 1 teaspoon)
• Small food scale
• 7 Bowls, 10 Plates, 10 spoons, 2 cups
• Food for measuring stations:
  o Cooked spaghetti noodles (about 2 cups)
  o Cubed, sliced, and grated cheese (about 4 oz of each)
  o Small tub of Margarine or butter
  o Lettuce or spinach (about 4 cups)
  o Cut fresh fruit (about 2 cups)
  o Dried fruit (about 1 cup)
  o Bagel, a glass of milk (8oz), a box of raisins (1/4 cup), a small apple, a bowl of cereal (1 cup and ½ cup), a glass of juice (1/2 cup), 2 Tablespoons of Peanut Butter
• Label/instructions for each station
• Class set of Portions Please! Stations worksheet
• Class set of the handout Choose Your Food
• Class set of the handout Juice N’ Breakfast Shake

Teacher Preparation:
• Gather needed food items (donations from local grocer, ask the school food services department, parent volunteers, or purchase).
• Prepare the food for the measuring stations: cook about 2 cups of spaghetti noodles, shred the lettuce, and cut fruit.
• Set up stations around the perimeter of the room or ask to use the school cafeteria: Set out food, required bowls/plates/spoons, and a variety of measuring utensils (both correct serving size and incorrect) at each station.
• Set up equipment for the PowerPoint show and choose 2 or 3 slides the students will be able to identify with.
• Make student copies of handouts

Vocabulary:
Portion Size: The amount of a food a person chooses to eat.
Serving Size: The amount of food that is considered one serving. For dietary guidelines, the amount of food that is meets one of the recommended daily servings in a food group.

Procedure:
Introduction/Review (5 min)
• Review dietary guidelines and food labels
  o Q: What is one example of the dietary guidelines? A: 6 ounces of grains, 2 ½ cups vegetables, 1 ½ cups fruit, 3 cups of dairy, 5 oz of meats/beans…
  o Q: Why are the dietary guidelines important? A: Help us get all the nutrients we need, help us have a balanced diet, help us stay healthy, help our bodies become strong….
• Yesterday we learned how to use food labels to help make healthy choices
• Both the Food Guide Pyramid and nutrition labels use serving sizes
• Today we will learn how to identify a serving size
  o They help us make healthy eating choices
• The dietary guidelines tell us the amount of food from each good group that we need to eat to stay healthy, but it can be hard to decide on the correct serving size
• Have students take out their MyPyramid Guidelines handout (provide extra copies)
• Take out the bottle of juice and the large glass
• Ask for a volunteer
  o The student will pour how much juice they would normally drink into the glass
• Show students how much one serving of juice is and compare to what they would typically drink
• Define serving size and portion size
  o Examples: Serving size: 10 chips, Portion Size: the number of chips you actually take and eat (three handfuls, one handful, a bowl of chips…)
• Today we are going to learn how to identify one serving of food in each food group
  o We need to know how much we are eating so we can meet the dietary guidelines and make healthy choices
  o It is difficult to judge how much food we are eating
  o Our culture often has portions much bigger than one serving
Sometimes we eat portions larger than what we need

***Emphasize that it is okay to have more than one serving of a food. The goal is to get the recommended servings in each food group by the end of the day. Sometimes we are really hungry or want to eat more at a meal. We need to know how much we eat so that we can balance our choices.

New Content (10 min)

• Show 2 or 3 pre-selected slides from Portion Distortion
  o Ask for student reactions: Are they surprised? Did they know portions used to be smaller? How could bigger portions affect our eating and health?
  o When we go out, we are often given more than we need
• Today you will learn how to measure one serving
• Hand out One Portion Looks Like…
• Take out example objects (golf ball, dice, cards.)
• Talk about serving sizes and what they look like:
  o Grains: ½ cup of pasta is one grain serving
    ▪ Show object representing ½ cup (1/2 baseball)
  o Dairy: 2 oz of cheese is one dairy serving
    ▪ Show 4 dice
• Today you are going practice finding one serving of different foods by measuring
  o Pay close attention to what one serving looks like on your plate

Activity (15 min)

• Introduce activity and provide instructions
  o Explain each station: Find one serving of spaghetti, cheese, butter, etc.
  o They will work at each station with a group and fill out their own worksheet
  o They will need to use their handouts (MyPyramid for Kids and One Portion Looks Like…)
• Divide students into groups of 4 and hand out the activity worksheet
• Assign each group to a starting station (Don’t use the mystery station during first rotation)
• Give students 3 to 4 minutes to work at each station and then rotate
  o Direct rotation between stations (clockwise, counterclockwise, etc…)
• Circulate around room to assess understanding, answer questions, and provide feedback
• After all students have visited every station, gather the class back together
  o Students will hand in their station worksheets
  
  For students who finish early: Give them a copy of the Choose Your Food handout. Ask them to create a meal to fill a plate according to the criteria (1/2 fruits and vegetables, ¼ grains, ¼ meats and beans). Ask them to decide on serving sizes for each food they select.

Summary/Wrap up (5 min)

• Today we learned what servings from the different food groups look like
  o These servings help us meet the dietary guidelines
• Q: Did any of the serving sizes surprise you? Were they bigger or smaller than you expected?
• Q: What is the difference between portion size and serving size?
• Q: Do we always have to measure our food? (Do people carry around measuring cups?)
  o Review the Portion Guide and objects (baseball, golf ball…) and how they help us identify one serving
• Reemphasize that it is okay to eat more than one serving, but we need to pay attention to the guidelines and get balance
• Show students the Choose Your Food handout
  o Another way to visualize serving sizes and balance
• Students will each have a copy to take home and share with parents
  o Challenge students to try to fill their dinner plate according to the handout
  o Help them practice measuring and using serving sizes
• Hand out the parent handout and recipe

Assessment: Students will fill out a worksheet while they practice measuring serving sizes during the station activity. This worksheet asks students to identify the serving size of different food, relate the serving size to the dietary guidelines, and list reasons that serving sizes are important for healthy eating. The students will hand in the completed worksheet at the end of the lesson. The teacher will also observe students during the activity and assess student ability to work with measurements and student understanding of serving sizes.

Home/Family Involvement and Extension: The students will bring home a handout on a “healthy plate” that includes information on serving sizes and demonstrates a healthy balance from each food group. The students will also bring home a recipe for a healthy breakfast shake that requires measuring. The students will be encouraged to share what they learned with parents and discuss the handouts.

Resources:


National Health Education Standards
1. Students will comprehend concepts related to health promotion and disease prevention.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology and other factors on health.

Performance Indicators
- Students will explain the importance of serving sizes and why they are important for healthy eating.
- Students will demonstrate the ability to identify the serving sizes of foods in the food groups.
- Students will understand the difference between portion size and serving size.
- Students will discuss how culture and media can influence portion sizes.
PEPPERONI PIZZA

20 Years Ago
500 calories

Today
850 calories

Calorie Difference: 350 calories

POP CORN

20 Years Ago
270 calories
5 cups

Today
630 calories
11 cups

Calorie Difference: 360 calories
One Portion Looks Like:

1 cup cereal (1 ounce from Grains Group) = size of a baseball

1 cup chopped vegetables = size of a baseball

1 slice bread (1 ounce from Grains Group) = size of a computer disk

1 cup chopped fruit = size of a baseball

1/2 cup cooked pasta (1 ounce from Grains Group) = size of a small computer mouse

1 teaspoon margarine = size of a die

1/2 ounce of natural cheese = size of 4 dice

1 cup milk = size of small milk carton

2 tablespoons light salad dressing = size of a golf ball

3 ounces lean meat, fish, or poultry = size of a deck of cards

1/2 cup cooked dry beans (2 ounces from Meat & Beans Group) = size of a small computer mouse

2 tablespoons peanut butter (2 ounces from Meat & Beans Group) = size of a golf ball
Grains Group
1 ounce equals:
- 1 slice of bread
- 1 cup ready-to-eat cereal
- 1/2 cup cooked rice, pasta, or cereal
- 1 small bran muffin
- 1/2 of an English muffin or 1/2 of a 3-inch bagel
- 1/2 of a hamburger roll
- 5–6 whole grain crackers
- 3 cups popped popcorn
At least half your grains should be whole grains.

Vegetables Group
1 cup equals:
- 1 cup raw or cooked vegetables
- 1 cup vegetable juice
- 2 cups leafy salad greens
Try to have a variety of vegetables each day.

Fruits Group
1 cup equals:
- 1 cup fruit
- 1 cup fruit juice
- 1/2 cup dried fruit
Make most choices fruit, not juice.

Milk Group
1 cup equals:
- 1 cup (8 fluid ounces) milk or yogurt
- 1 1/2 ounces natural cheese
- 2 ounces processed cheese
Choose fat free or lowfat most often. For a non-dairy option, you may choose a calcium-fortified soy beverage.

Meat & Beans Group
1 ounce equals:
- 1 ounce cooked meat, fish, or poultry
- 1 egg
- 1/4 cup cooked dry beans or tofu
- 1 tablespoon of peanut butter
- 1/2 ounce nuts or seeds
Choose lean meat and poultry. Vary your choices by eating fish, beans, peas, nuts, and seeds.

Oils
1 teaspoon (5 grams) equals:
- 1 teaspoon liquid vegetable oil
- 1 teaspoon margarine with zero trans fat
- 1 tablespoon low-fat mayonnaise
- 2 tablespoons light salad dressing
| Measure 1 Serving of Spaghetti | Measure 1 Serving of Cheese (Choose 1 type) | Measure 1 Serving of Butter (Look on your Portion Handout) |
| Measure 1 Serving of Lettuce | Measure 1 Serving of Fresh Fruit and 1 Serving of Dried Fruit | Mystery Station!!!! Guess how many Servings each food represents |
Pick Your Portion! STATIONS

**Spaghetti Station**
1. What is one serving of spaghetti? _________________
2. What food group would you be eating from? ______________
3. What object can help you estimate one serving of spaghetti? _________________

**Cheese Station**
1. What is one serving of cheese? _________________
2. What object can be used to estimate one serving of cheese? _________________
3. What dietary guideline are you working on when you eat cheese? _________________

**Butter Station**
1. What is one serving of butter? _________________
2. What food group does butter belong in? _________________

**Lettuce Station**
1. What is one serving of lettuce? _________________
2. How much lettuce would you need to meet the recommendation for 2 ½ servings of vegetables? _________________

**Fresh Fruit and Dried Fruit**
1. What is one serving of Fresh Fruit? _________________
2. What is one serving of Dried Fruit? _________________
3. What dietary guideline are you working to meet if you eat either one of these foods? ______________

***Both of these serving sizes equal one serving from the fruit group even though there seems to be a lot more fresh fruit!

Mystery Station:

<table>
<thead>
<tr>
<th>Food:</th>
<th>What Food Group?</th>
<th>Guess How Many Servings:</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
What are three different serving sizes? Give an example of a food that would match that serving size.

Example: 1 Cup: This is the serving size for milk

Serving Size:  

<table>
<thead>
<tr>
<th>1.</th>
<th>__________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>__________________</td>
</tr>
<tr>
<td>3.</td>
<td>__________________</td>
</tr>
</tbody>
</table>

Why are serving sizes important? How do they relate to the food guide pyramid?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

What are three objects you could use to help judge a serving?

Serving Size:  

<table>
<thead>
<tr>
<th>1.</th>
<th>__________________</th>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td>__________________</td>
</tr>
<tr>
<td>3.</td>
<td>__________________</td>
</tr>
</tbody>
</table>
**Fruit 'N' Juice Breakfast Shake**

**Ingredients**
- 1 very ripe, medium banana, peeled
- 3/4 cup pineapple juice
- 1/2 cup lowfat vanilla yogurt
- 1/2 cup strawberries, stem removed and rinsed

**Directions**
1. Break banana into small pieces and put in the blender with pineapple juice, yogurt, and strawberries. Secure lid and blend until smooth.
2. Divide shake between two glasses and serve immediately.

**Nutritional Information**
- Per Serving: 168 calories, 4g protein, 1g fat (0.59g sat.), 35g carbohydrate, 43mg sodium, 3mg cholesterol

Lesson 6: “Restaurant Champions”

Lesson Goal: To teach students how to make healthy eating choices when eating at a restaurant and provide practice with planning a healthy restaurant meal.

Behavioral Objectives:
• The student will plan a meal for a favorite restaurant that includes at least four food groups and identifies healthy portions when given the restaurant menu after a discussion about making healthy choices when eating out.
• The student will list three ways to make healthy choices at a restaurant after an activity on healthy restaurant choices.

Time: 30 minutes

Integration: Math, Problem Solving, Self-Directed Learner, Critical Thinking, Home Economics

Teacher Materials:
• Chalkboard or whiteboard
• Chalk or whiteboard markers
• Overhead Projector
• Transparency Fitting in Fast Food Favorites
• Transparency Always Foods, Sometimes Foods
• Transparency of Activity Example
• 5 menus from each of 5 local restaurants
• Class set of the Restaurant Champions worksheet
• Extra copies of One Portion Looks Like… (See Lesson 5) and MyPyramid for Kids (See Lesson 2)
• Magazines with food pictures (grocery store ads)
• Markers, crayons, construction paper, glue, scissors
• Parent handout and letter

Teacher Preparation: Download or pick up the menus and nutrition information from several popular local restaurants and/or fast food restaurants. Make at least five copies of each menu. Prepare transparencies and check MyPyramid.gov for the latest guidelines.

Vocabulary:
Dietary Guidelines: Recommendations for diet choices for healthy Americans.
Portion Size: The amount of a food a person chooses to eat.
Serving Size: The amount of food that is considered one serving. For dietary guidelines, the amount of food that is meets one of the recommended daily servings in a food group.

Procedure:
Introduction/Review (2 min)
• Review food labels
Q: What are some things food labels can tell us? A: calories, serving size, fat, sugar…
Q: Why is it important to read food labels? A: Help us make healthy choices for eating, help us know what we are eating, help us know what a serving is…

Review Dietary Guidelines and Food Guide Pyramid
Q: What are the dietary guidelines? A: They tell us how much we should eat from each food group, they help us have healthy bodies
Ask for examples of guidelines and how they can develop healthy bodies
- Example: We should eat 6 oz of grains. Grains provide carbohydrates that give us energy.

Q: How many of you like to eat out?
Important to make healthy choices when we eat out
Introduce today’s lesson: making healthy choices when eating at a restaurant.

New Content (8 min)
Q: What are some reasons we eat out?
Examples: tastes good, treat, fun, saves time, don’t have to cook, celebration…
Eating out is not a bad choice, but we need to know how to make healthy food choices
Remind students about the Portion Distortion slides and portion lesson from yesterday’s lesson
- Restaurants give us more food than we need
- Many restaurant foods are “sometimes” foods
Q: What would be examples of a “sometimes” food at a restaurant? An “always” food?
Write student responses on the board
- Sometimes foods: French fries, fried chicken, onion rings, blizzard, chicken nuggets…
- Always foods: milk, salad, grilled fish or chicken, fruit…
Display transparency Always Foods, Sometimes Foods
- Talk about why foods are in a specific category
Many different organizations give us tips about making healthy choices when we eat out
Put up transparency Fitting in Fast Food Favorites
Discuss the tips: save “sometimes” choices for treats, choose “always” food most of the time, pick healthier alternatives
- Remind students of previous activity/transparency
Discuss other ways to make healthy choices at restaurants
Ask students for suggestions and add as needed:
- Choose grilled foods instead of fried foods
- Avoid the “jumbo”, “Supersize”, “Biggie”, options
- Look for food with fresh vegetables, fruit
- Look for meals that include a lot of the food groups
- Order smaller portions or share: appetizers, kids menu
- Look for symbols on the menu (a heart, apple, star…)
- Look at nutritional information on the Internet
Introduce Activity: They are going to look at menus from local restaurants and plan an “always” meal
Demonstrate using transparency of example

Activity (15 min)
• Give instructions for the activity
  o List restaurants for activity on board
  o Students will choose one restaurant
  o They will plan a meal using the menu
  o The meal will be an example of an “always” meal: use “always” food choices, must include at least four food groups
  o Students will write portion sizes they would eat for each food: consider serving size of a food
    ▪ Example: Would they eat the whole pizza or would 2 slices be a healthier portion size?
• Students can write a menu for their meal, make a drawing, make a collage
• They will write an explanation of their menu and why it is an “always” menu
• Students can share restaurant menus with other students
• Ask students to take out their handouts: One Portion Looks Like… and MyPyramid for Kids
  o Provide extras if needed
• Ask students to choose a restaurant (silently)
• Hand out the activity instructions/worksheet as students decide
• Point out the location of supplies (magazines, markers/crayons/glue, construction paper)
• Call the name of each restaurant, have students raise their hands when their choice is called
  o Give the students the menu from their restaurant
  o If more than five students, pair students and give the pair a menu
• Remind students to work quietly
• As students work, circulate around the room: answer questions, encourage, redirect, and assess understanding
• Give students 12 to 15 minutes to work and then call back to attention
  o Provide a 2 minute warning to wrap up project and put down supplies

  If a student finishes early: Challenge students who finish early to make a poster or advertisement with tips for healthy eating when eating out. They can use the art supplies available for the main activity.

  Wrap Up (5 min)
  • Ask for volunteers to share their menu
  • Review ways to make healthy choices when eating out
  • Review influences when we eat out: portion size, peer pressure, lots of “sometimes” options, advertising
  • It is okay to have a treat, eat a large portion sometimes
    o Not everyday
  • Explain parent handout: tips for eating out
  • Distribute the parent handout and collect student projects
    o If a student needs more time, they can bring it home or work during free time

Assessment: The student will create an “always” meal for eating at a favorite restaurant after discussing strategies for making healthy choices when eating out. The meal will include foods from at least four food groups and will indicate a healthy portion size. The student will explain their choices and list three ways to eat healthy at restaurants. This activity will be completed during class.
Home/Family Involvement/Extension: The students will bring home a parent letter and a handout providing tips for eating healthy at restaurants. The students will be encouraged to share their menu activity with their parents.

Resources:


National Health Education Standards
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
6. Students will demonstrate the ability to set goals and make responsible decisions.
Performance Indicators

- Students will locate and use resources to make healthy eating decisions away from home and school.
- Students will explain the importance of healthy eating for health promotion and disease-prevention.
- Students will identify and choose healthy options when eating in the community.
Fitting in Fast Food Favorites

There's no doubt that a meal of a burger, fries and soft drink tastes great. And it's fun to stop at your favorite fast food place with your family or friends. Here are some ways to eat fast food and be healthy, too:

- Be size wise. It's OK to get the huge-size fries or burger when you're really hungry or are working out a lot. But eating the biggest sizes all the time can slow you down. Most times, order a smaller burger, fries and soft drink. Or split the big fries with a friend.
- Balance it out. If you eat a lot at lunch, work in some extra walking or biking and go light with soup and salad for dinner.
- Pull a switch. Instead of the usual burger and fries, choose something new like a grilled chicken sandwich with a baked potato, side salad or bag of sliced fruit.
- Think about your drink. You can get milk or fruit juice at many places. They taste great and give you vitamins and minerals. Interested in low-calorie drinks? Bottled water and diet soft drinks can quench your thirst, too.
# Examples of “Always” and “Sometimes” Foods

<table>
<thead>
<tr>
<th>Always Foods</th>
<th>Sometimes Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grilled Chicken Sandwich</td>
<td>1. Fried Chicken Sandwich</td>
</tr>
<tr>
<td>2. Regular hamburger</td>
<td>2. Whopper or Big Mac</td>
</tr>
<tr>
<td>3. Yogurt Parfait</td>
<td>3. Milkshake</td>
</tr>
<tr>
<td>4. Plain Mashed Potatoes</td>
<td>4. Biscuit</td>
</tr>
<tr>
<td>5. Soft shell Chicken Taco</td>
<td>5. Cheesy Nachos</td>
</tr>
<tr>
<td>6. Turkey or ham Sub</td>
<td>6. Meatball or Bacon Sub</td>
</tr>
<tr>
<td>7. 6-inch Sub</td>
<td>7. Footlong Sub</td>
</tr>
<tr>
<td>8. Stir-fry</td>
<td>8. Fried Rice</td>
</tr>
<tr>
<td>10. Salad or Fruit</td>
<td>10. French Fries</td>
</tr>
</tbody>
</table>
Restaurant: Kentucky Fried Chicken

Original Recipe Chicken Breast (without the skin)

Portion Size: The size of a deck of cards

3 of my daily protein servings

Green Beans

Portion Size: 1 cup (looks like a baseball)

1 of my daily vegetable servings

Mashed Potatoes

Portion Size: 1 cup (looks like a baseball)

2 ounces of grains = 2 of my daily grain servings

100% Fruit Juice

Portion Size: 6 ounces (juice box size)

1 of my daily fruit servings

This meal includes 4 food groups and “always” foods. The portions follow the serving sizes from the food guide pyramid.

Now It Is Your Turn!!!
**Grains Group**

1 ounce equals:
- 1 slice of bread
- 1 cup ready-to-eat cereal
- 1/2 cup cooked rice, pasta, or cereal
- 1 small bran muffin
- 1/2 of an English muffin or 1/2 of a 3-inch bagel
- 1/2 of a hamburger roll
- 5-6 whole grain crackers
- 3 cups popped popcorn

At least half your grains should be whole grains.

**Vegetables Group**

1 cup equals:
- 1 cup raw or cooked vegetables
- 1 cup vegetable juice
- 2 cups leafy salad greens

Try to have a variety of vegetables each day.

**Fruits Group**

1 cup equals:
- 1 cup fruit
- 1 cup fruit juice
- 1/2 cup dried fruit

Make most choices fruit, not juice.

**Milk Group**

1 cup equals:
- 1 cup (8 fluid ounces) milk or yogurt
- 1 1/2 ounces natural cheese
- 2 ounces processed cheese

Choose fat free or lowfat most often. For a non-dairy option, you may choose a calcium-fortified soy beverage.

**Meat & Beans Group**

1 ounce equals:
- 1 ounce cooked meat, fish, or poultry
- 1 egg
- 1/4 cup cooked dry beans or tofu
- 1 tablespoon of peanut butter
- 1/2 ounce nuts or seeds

Choose lean meat and poultry. Vary your choices by eating fish, beans, peas, nuts, and seeds.

**Oils**

1 teaspoon (5 grams) equals:
- 1 teaspoon liquid vegetable oil
- 1 teaspoon margarine with zero trans fat
- 1 tablespoon low-fat mayonnaise
- 2 tablespoons light salad dressing
Restaurant Champions

Instructions:
1. Choose a favorite restaurant from the list on the board.

2. Use the restaurant menu to plan an “always” meal.

3. Your meal should include “always” foods from at least four of the food groups on the food guide pyramid (not including the oils, sugars, and salt group).

4. You need to decide what portion you will eat. Use your Portion handout to help decide what a healthy portion would be.
   Example: 2 slices of a thin crust vegetable pizza from Pizza Hut because I would get 2 servings from the grains group, a serving of vegetables, and the cheese could be dairy and protein. I wouldn’t choose to eat the whole pizza.

5. After you choose your foods and portions, create a menu for your meal. Make sure you include the name of the foods and your portion size. Some ideas:
   Write out a menu like a restaurant menu
   Draw your meal on a plate
   Make a collage of your meal
   Make an advertisement for your meal

6. Answer these questions on the back of your creation:
   1. Why did you choose the foods for your meal? Why do you think they are “always” choices?

   2. What food groups did you include in your meal?

   3. How many servings of each food are you eating?

   4. List three ways you can make healthy choices when you eat at a restaurant.

   5. What is your favorite food to order at this restaurant? Is your favorite food an “always” food or a “sometimes” food? Can you find a healthier option to eat instead?
Dear Parents and/or Caregivers,

Today your child learned about making healthy eating choices at restaurants. Some of the tips students learned about and discussed were choosing meals that included all of the food groups, choosing foods that are grilled or baked, drinking milk or water instead of soda, and having smaller portions. The students practiced choosing a meal using a menu from a local restaurant. We also discussed that it is okay to have a treat or eat a large portion sometimes. It is important for children to learn how to make healthy choices when they eat away from home and school. Children are exposed to many advertisements for fast food and often experience eating out. They need to have the skills and knowledge to make healthy eating decisions. I encourage you to ask your child about today’s lesson and continue to talk about healthy eating. I have included a list of tips from the MyPyramid.gov website for healthy eating when eating out. Your child learned about many of these tips today. This was also the last day of our unit on nutrition. Look for the final journaling project next week. Your child will be practicing all of his/her new skills and knowledge about nutrition while keeping a food journal for a week. If you have any questions or concerns, please feel free to call or email me.

Sincerely,

Ms. Krejci
Tips for Eating Healthy when Eating Out

- As a beverage choice, ask for water or order fat-free or low-fat milk, unsweetened tea, or other drinks without added sugars.
- Ask for whole wheat bread for sandwiches.
- In a restaurant, start your meal with a salad packed with veggies, to help control hunger and feel satisfied sooner.
- Ask for salad dressing to be served on the side. Then use only as much as you want.
- Choose main dishes that include vegetables, such as stir fries, kebobs, or pasta with a tomato sauce.
- Order steamed, grilled, or broiled dishes instead of those that are fried or sautéed.
- Choose a “small” or “medium” portion. This includes main dishes, side dishes, and beverages.
- Order an item from the menu instead heading for the “all-you-can-eat” buffet.
- If main portions at a restaurant are larger than you want, try one of these strategies to keep from overeating:
  - Order an appetizer or side dish instead of an entrée.
  - Share a main dish with a friend.
  - If you can chill the extra food right away, take leftovers home in a “doggy bag.”
  - When your food is delivered, set aside or pack half of it to go immediately.
  - Resign from the “clean your plate club” – when you’ve eaten enough, leave the rest.

- To keep your meal moderate in calories, fat, and sugars:
  - Ask for salad dressing to be served “on the side” so you can add only as much as you want.
  - Order foods that do not have creamy sauces or gravies
  - Add little or no butter to your food.
  - Choose fruits for dessert most often.

- On long commutes or shopping trips, pack some fresh fruit, cut-up vegetables, low-fat string cheese sticks, or a handful of unsalted nuts to help you avoid stopping for sweet or fatty snacks.