

Exploring Good Food Habits

Grades: 2-3

Objective I:

Academic:

- Students will become familiar with the food pyramid chart.
- Students will learn which foods go with which part of the pyramid.

Affective:

- Students will listen and read to acquire information and understanding.

The chart on this page is the U.S. Department of Agriculture's (USDA) 2005 Food Pyramid. For more information log onto www.mypyramid.gov/professionals/index.html or www.mypyramid.gov/index.html.

USDA Food Pyramid



Food Groups:

- 1) Orange = Grains
- 2) Green = Vegetables
- 3) Red = Fruits
- 4) Yellow = Oils
- 5) Blue = Milk
- 6) Purple = Meat and Beans

Materials: USDA 2005 Food Pyramid Chart

Motivation: Ask students which foods they enjoy eating. Is each food named a grain, vegetable, fruit, milk, meat or bean, or oil?

Procedure:

Mini-Lesson:

- 1) Display copy of the USDA Food Pyramid.
- 2) What are the categories of foods?
- 3) Name foods that belong in each category.
- 4) Using several pieces of poster board or oak tag, on separate sheets, write the names of the different categories of foods: 1) Grains = breads, cereals, pastas; 2)Vegetables; 3) Fruits; 4) Milk or Soy Milk; 5) Meat and Beans = dry beans, eggs, meat, poultry, fish; 6) Fats and Oils.

Small-Group Activity:

- 1) Divide class into six groups.
- 2) Assign each group one food-category. Have students find and cut out three or more pictures of food from magazines and newspapers that represent that category.

Summary:

- 1) Each group, in turn, will name the foods they selected and paste or tape them to the correct poster board or oak tag chart. Talk about the fact that some foods may be high in oil or fat such as fried foods, cheeses, eggs and nuts.

Objective II:

Academic:

- Students will be able to choose foods using Food Pyramid guidelines

Affective:

- Students will listen and read to analyze and evaluate information.

Procedure:

Mini-Lesson:

- 1) Write the servings recommended under each food category. Adjust recommended servings for the age of your students as recommended by USDA guidelines. The following are recommendations for a 1,200 calorie diet. See *My Food Pyramid Intake Patterns* at www.mypyramid.gov/professionals/index.html.

2) Discuss recommended servings with students. Have them name foods that they might eat for breakfast, lunch, dinner and a snack to meet requirements.

- breads, cereals, pastas (4 X 1 oz. servings)
- vegetables (3 servings, 1 ½ cups)
- fruits (2 servings, 1 cup)
- dairy group (2 servings, 2 cups)
- dry beans, eggs, nuts, meat, poultry, fish (3 servings. 3 oz.)
- fats and oils (use sparingly, 4 teaspoons maximum)



Small-Group Activity:

- 1) Divide class into groups.
- 2) Have each group work together to design a breakfast, lunch, dinner and snack that meets the recommended guidelines.
- 3) Circulate among groups to see what each group has chosen. Help them meet recommended guidelines.

Summary:

- 1) Have members of one or more groups present their list to the class.
- 2) Which foods should you eat most?
- 3) Which foods should you eat least?

Objective III:

Academic:

- Students will begin to understand how food choices are made.
- Students will be able to name a variety of healthy and not as healthy foods.

Affective:

- Students will apply the knowledge and thinking of mathematics and science to address real-life problems and make informed decisions.

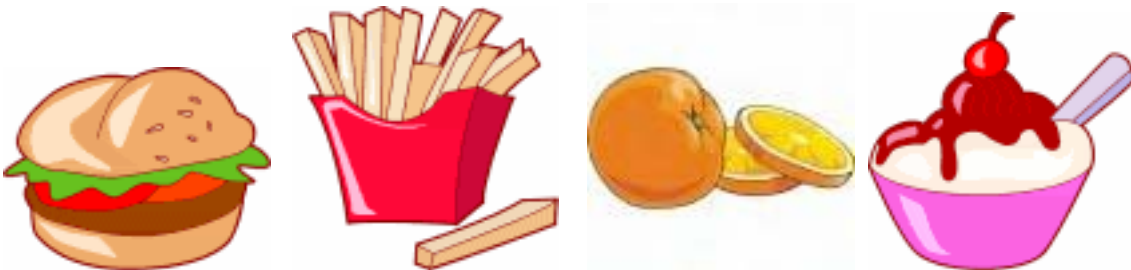
Procedure:

Mini-Lesson:

- 1) Ask the students why they choose to eat the foods they do. Do they choose a food because it is healthy? Or because their friends eat that food?
- 2) Ask students which foods they eat that their parents eat.
- 3) Do they eat any foods that do not taste good to them? If so, why?
- 4) Do they choose foods because they are healthy? If not, why do they choose the foods they eat?
- 5) Discuss the health value of eating some whole grains and green vegetables each day.

Small-Group Activity:

- 1) Have groups of students observe which food schoolmates eat the most at breakfast during one week in the school cafeteria.
- 2) Which foods do their schoolmates eat the most during lunch during one week in the school cafeteria.



Summary:

Discuss which foods were eaten the most in the school cafeteria. Why do they think that their schoolmates choose those foods? Are there healthier choices than those their schoolmates chose? If so, what are they?

References for Teachers:

- "I Love Animals and Broccoli Activity Book", The Vegetarian Resource Group, P.O. Box 1463, Baltimore, MD 21203

- "Simply Vegan" with a complete nutrition section by Reed Mangels, Ph.D., R.D., The Vegetarian Resource Group, P.O. Box 1463, Baltimore, MD 21203 www.vrg.org
- Citizens for Healthy Options in Children's Education (CHOICE) www.choiceusa.net
- The American Heart Association. Contact the local chapter in the telephone book.
- "Creative Food Experiences for Children", from Center for Science in the Public Interest, 1875 Connecticut Avenue, N.W. Washington, DC 20009-5728
- "Mathematics and Global Survival" by Richard Schwartz (Contact Richard Schwartz, #H7, Mathematics Department, C.U.N.Y., Sunnyside Campus, Staten Island NY 10301)

New York State Standards Addressed:

ELA Standard 1 – Language for Information and Understanding – Students will read, write, listen, and speak for information and understanding.

Listening and Reading

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

ELA Standard 3 - Language for Critical Analysis and Evaluation – Students will read, write, listen, and speak for critical analysis and evaluation.

Listening and Reading

Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

MST Standard 7 – Interdisciplinary Problem Solving – Students will apply the knowledge and thinking of mathematics, science, and technology to address real-life problems and make informed decisions.

Connections

1. The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision making, design, and inquiry into phenomena.