



LiveWell Kids Nutrition

Grade: 2nd

Module 2: Fruits & Vegetables

Length of Lesson: 30 minutes

Objectives

Module Objectives:

- Increase knowledge of and ability to distinguish between fruits and vegetables.
- Increase consumption of fruits and vegetables.
- Increase willingness to try new foods.

Grade Level Learning Objectives:

- Use MyPlate to make half of their plate fruits and vegetables.

Lesson Materials and Preparation – 20 minutes

- Chime (found in classroom)
- Visual Aids: “MyPlate” and “MyPlate: Fruits and Vegetables”

Preparation:

- ✓ Ask your teacher to have students sitting at their desks before starting the lesson. All activities can be done with the students at their desks.
- ✓ Let your teacher know you would like support with classroom management prior to the lesson.
- ✓ Ask your teacher what cues or words they use to get the student’s attention. Use these to get the students’ attention.
 - Ex. Waterfall, waterfall. Shhhhh.

Food Tasting: Brussels sprouts and lemon salad

Food List & Supplies:

- | | | |
|-------------------------|--------------------------------|------------------------|
| • Brussels sprouts (12) | • Cutting board/knife | • Food handling gloves |
| • Lemon (1 per class) | • Napkins (1 per student) | |
| • Olive Oil (1 tsp.) | • Paper plates (1 per student) | |
| • Mixing bowl | • Fork (1 per student) | |

Preparations and Servings: Make food sample in LiveWell area so that other docents can use food supplies for their lessons

1. Put on food handling gloves and wash produce
2. Thinly slice Brussels sprouts – like shredded lettuce pieces—in mixing bowl
3. Juice 1 lemon over bowl
4. Add olive oil and mix well
5. Serve a small amount on a plate with a fork and napkin to each student

Food Allergen: Please check with the teacher for any known food allergy and provide appropriate substitute.

Report your lesson completed by going to http://bit.ly/LiveWellNutrition_19-20 or scan the QR code below



Did You Know?

- Brussels sprouts look like a tiny cabbage and are related to cabbage, broccoli and cauliflower
- They are an excellent source of vitamin K and C which helps keep our bones and immune system strong
- Brussels sprouts are named after the city of Brussels in Belgium.
- Brussel Sprouts have a very high energy content. In 1 cup, or around 90g of sprouts, there are a staggering 158 kJ of energy, which is around 44 watts per hour! In 2015, a collection of school children and scientists in London, U.K., managed to power a Christmas tree with the use of 1,000 sprouts which is the equivalent of 44 kilowatts per hour. The tree was lit up in Southbank. SOURCE: <https://www.thefactsite.com/brussels-sprouts-facts/>

Food Joke: Did you hear about the weightlifting vegetable?

- a. He was a muscle sprout!

INTRODUCTION AND MINDFUL BREATHING – 2 Min.

SAY

Hi everyone. My name is _____ and welcome to another LiveWell Kids Nutrition Education lesson. First, we will start with a mindful breathing exercise.

DO

- Ask the students to sit quietly at their desks and place their hands on their bellies. Tell students to turn on their “mindful bodies.” Remember “mindful bodies” are still and relaxed.
- Explain to your class that you will ring the chime and they will close their eyes and take several slow, deep breaths in through their noses and then slowly let the breath out through their mouths. During this time they should focus on their breath and feel it rise and fall in their bodies.
- Tell them that after 30 seconds you will then ring the chime again and they are to keep their eyes closed until they can no longer hear the sound of the chime. When they can’t hear the sound of the chime, they will then open their eyes.
- Ring the chime and practice mindful breathing with the students for 30 seconds by taking slow breaths.
- At the end of the 30 seconds, ring the chime again to end the exercise. Tell the students to slowly open their eyes when they no longer hear the chime. Ask a few students to share their experience.

PREVIOUS LESSON REVIEW – 1 Min.

DO

- Ask the class who remembers what the last lesson was about. (Mindfulness)
- Remind the class that we should practice mindful eating and using our senses to enjoy our food.
- Ask students where they are on the Hunger Gauge. Remind them they want to be at a “3”, which is satisfied.

NUTRITION EDUCATION – 15 Min.

SAY

Today we are going to learn a little bit about using MyPlate, which is our national nutrition guide, to make half of our plate fruits and vegetables. Then, we’ll taste a sample of food later.

DO

- Show the class the Visual Aid: “MyPlate.” Ask them if they can name all 5 food groups of MyPlate:
 - Dairy
 - Grains
 - Protein
 - Fruits
 - Vegetables
- Use the Visual Aid: “MyPlate: Fruits & Vegetables” to point out that the focus today will be on fruits and vegetables (the red & green sections of MyPlate).

- Ask the students if they notice that the fruits and vegetables make up half of the plate, which means that half of the food we eat at each meal should include fruits and vegetables.

SAY

- For Fruits: fruits may be fresh, canned, frozen or dried, and may be whole, cut-up or pureed.
- For Vegetables: vegetables may be raw or cooked; fresh, frozen, canned, dried, whole, cut-up or mashed.
- We can also add fruits and vegetables to our meals in creative ways and that counts toward our fruits and vegetable food groups. Examples can include:
 - Adding fresh berries or bananas to our pancakes, cereal or oatmeal
 - Adding veggies to our scrambled eggs (spinach, onion, bell peppers, and mushrooms)
 - Adding veggies to our burgers (lettuce, tomatoes, cucumber, onions and spinach)
 - Adding veggies to our pasta (zucchini, tomatoes, eggplant, asparagus, and/or spinach)

DO

- Ask the class for examples of their favorite fruits and vegetables and how they like to eat them.

WORKSHEET ACTIVITY**SAY**

It's important to have balanced meals every day. Now we are going to see how we can get fruits and vegetables into every meal. Okay everyone, open up your worksheet and take out a pencil.

DO

- Read through the directions for the first activity. Students should add fruits and vegetables to each food to make it healthier.
- Make one example for students to help them get started.
- Allow students to work together in pairs or groups.
- As students are completing the activity, walk around the classroom and acknowledge their work.
- Ask for volunteers to share their sample meals.

SAY

Great job everyone! You made some really interesting and healthy meals. I hope you try them at home!

PHYSICAL ACTIVITY BREAK – 3 Min. (Optional)

The physical activity break is optional and can be implemented at any point in the lesson. Please use child appropriate music for this section.

SAY

Now we will take a few minutes to do a physical activity break. Just like eating good foods, our body needs regular physical activity to keep us healthy and happy.

Warm-up:

- March in place
- Shoulder rolls

Moves:

- The "Hulk"
- Modified Jumping Jack
- Shoulder Press
- Hamstring Curls

Cool-down:

- Drop march, do neck rolls
- Raise arms above head and take deep breaths (3 times)

MINDFUL TASTING – 5 Min.

SAY

Since we know that nourishing our body with healthy food is good for us, today we are going to have a mindful tasting. Remember that during this we should:

- Be respectful to food: please be open minded and try and take at least one bite.
- If you don't like the food, remember **"Don't Yuck My Yum!"**
- Use all of your senses.

DO

- Start with a mindful breathing exercise: sit tall and relax the shoulders.
- Ask them to close their eyes, breathe in slowly through the nose and slowly out through the mouth.
- Have students interact with the food using all of their senses. Engage them with the following questions.

See:

- What is the food's name?
- How is it grown? On a tree, bush, vine or underground?
- Notice the size, shape and color of the food.

Smell:

- Slowly smell the food. Does the scent remind of you a place, a person or experience?
- How would you describe this scent? Does it smell sweet, strong or spicy?

Touch:

- Use your finger and touch the food. Does it feel soft, spongy, hard or slippery?
- How does it feel in your hand? Heavy or light?

Taste and Hear: (Have students wait until after they swallow to share their experiences.)

- Take a bite of the food and let it sit on your tongue. Pay attention to how it feels in your mouth.
- Bite slowly and chew just a few times but don't swallow, notice the flavors. Is it sour, bitter, sweet, salty?
- Do you hear anything? Is the food crunchy or squishy? Is it making any noise when you chew?
- Keep chewing slowly several times but do not swallow yet. Does the taste change as you chew? When you're ready to swallow, feel the food going down into your stomach. Can you feel the food moving down your body?

DO

- Have students share their experiences. Have them put their thumbs up if they liked the food and thumbs sideways if they are not sure. Remind them that it may take several times of trying a new food before they may like it.
- Thank students for their attention and remind them to mindfully eat at their next meal and to show their families how to mindfully taste their food. Ask them to tell their families about their food tasting and to try this food at home, maybe in different ways.

REFLECTION – 3 Min.

SAY

Thank you, class. I hope you enjoyed your lesson today! As I clean up, I would like you to take out your worksheets and draw something that you learned today. You will have a couple of minutes to complete this.

DO

- Once the students are finished writing their reflections, tell them to take their worksheets home to share with their families.
- Thank the students, teacher and classroom aide (if applicable) for their time.
- Return all materials to your school's LiveWell area.
- **Report your lesson completed by going to http://bit.ly/LiveWellNutrition_19-20 or scan the QR code:**



Education Standards

LiveWell Kids applies California Health Education and Common Core standards in each lesson. For more information, please visit our website at www.bchd.org/lwk-resources