



# LiveWell Kids Nutrition

Grade: 3rd

Module 2: Fruits & Vegetables

## 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:

- Learn and promote eating balanced meals.

## Lesson Materials and Preparation – 20 minutes

- Chime (found in classroom)
- Visual Aid: “Plate of Food” (2 laminated sheets with 3 images)
- Dry Erase Markers (found in classroom)

### 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—and place in mixing bowl
3. Lightly 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](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 can mindfully eat by using our senses and eating without distractions (eating while watching TV or using the computer)

**NUTRITION EDUCATION – 15 Min.****SAY**

Today we are going to learn a little bit about using MyPlate, which is our nutrition guide. We’ll take a look at the different plates with food and see what a balanced meal looks like. Afterwards, we’ll taste a sample of food.

**DO**

- Show the class the Visual Aid: MyPlate. Ask them if they can name all 5 parts of MyPlate:
  - Dairy
  - Grains
  - Protein
  - Fruits
  - Vegetables

- 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 during every meal should include fruits and veggies.
- Write the word “nutrient” on the white board and ask students to explain what they think it means. Explain that a nutrient is something found in food that our body uses to grow and stay healthy. Different nutrients do different things for our bodies.
- Explain that our body needs nutrients from all five food groups to be healthy, and that eating from all five food groups in each meal is called having a balanced diet.
  - Review common foods from all five food groups with the students. Some examples are provided below:
  - Dairy – yogurt, milk and cheese
  - Grains - whole-wheat bread, oatmeal, whole wheat tortillas and brown rice
  - Protein - chicken, beef, fish, beans, nuts, seeds and eggs
  - Fruits – banana, strawberries, blueberries and apples
  - Vegetables- carrots, lettuce, peppers and broccoli
- Show the class Visual Aid: Plates of Food. As you are showing each image to the class, ask students if the plate is a balanced meal. (2 of the 3 plates aren’t balanced meals because they do not have all 5 of the food groups). Key points for each plate are outlined below.
  - For plate with grains & dairy: Only two food groups are represented here. Even though there are 3 items in the image.
  - For plate with only fruits and vegetables: Fruits are a healthy part of our diet, but this plate isn’t complete. While it does have fruits and vegetables, there are only two food groups here, just like the grains & dairy plate.
  - For plate with foods from all 5 food groups: This plate has all of the food groups. Point out the different foods in each food groups.

**SAY**

Nice work class. We want to make sure we have a balanced meal on our plate at every meal.

**WORKSHEET ACTIVITY “My Menu Planner”****SAY**

It is important to have balanced meals and that includes breakfast. How many of you have fruit for breakfast? How about vegetables? What about lunch and dinner, do you get fruits and vegetables in those meals too? Let’s figure some ways we can include fruit and vegetables in our meals. Everyone take out your worksheets please.

**DO**

- Read through the directions for the first activity. Students will be planning their dinner “today” and “tomorrow.”
- Allow students to work together in pairs or groups. (OPTIONAL)
- As students are completing the activity, walk around the classroom and acknowledge their work.
- Ask for volunteers to share their responses.

**SAY**

Great job everyone! Let’s remember to add some colorful fruits and vegetables to our meals this week!

**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
- Step Cross Punch

**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 write 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 home their worksheets 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](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](http://www.bchd.org/lwk-resources)