



# LiveWell Kids Nutrition

Grade: 4th

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:

- Learn the importance of trying new foods.
- Learn how to set goals to try new foods from all five food groups.

## Lesson Materials and Preparation – 20 minutes

- Chime (found in classroom)
- Visual Aid: “Food Groups and Their Health Benefits” and “Benefits of Eating From the Rainbow”

### 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 (15) | • 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 mindfulness is taking time before we eat and using our senses to enjoy our food and that we can be mindful with the amount of food we eat.
- Ask students if they are using the “Hand Jive Method.” Remind them they want to eat the portion of food that feels good for their body.

## NUTRITION EDUCATION – 15 Min.

### SAY

Today we are going to learn about why it’s important to try new foods. We’ll learn how to set goals to try new foods from all of the five food groups. Afterwards, we’ll do a mindful tasting.

### DO

- Tell students that many times when we try to eat balanced meals (meals with foods from all five food groups), we get stuck eating the same foods each time. For instance, we may eat apples for our fruit, carrots for our vegetables and whole-grain bread for our grains.
- Explain to students that while those foods are great for us, that adding variety to our meals and trying new foods is a great way to develop healthy eating habits and to expand the kinds of nutrients we get each day.

- Tell the class that you are going to review the benefits from all five food groups. Show students the Visual Aid: “Food Groups and Their Health Benefits.” Explain to the class that everything you eat and drink matters. Getting the right variety can make you healthier now and in the future. Eating from all five food groups is a healthy habit and ensures you are getting the nutrients you need.
  - Fruits: many fruits are rich in potassium and vitamin C.
  - Vegetables: vegetables are similar to fruits in their benefits and have fiber which helps our digestion.
  - Grains: grains help keep our heart healthy and aid good digestion.
  - Protein: protein help to keep our muscles strong.
  - Dairy: dairy has calcium which helps our bone strength. Other sources of calcium include broccoli, cabbage and tofu.

Tell students that there are lots of nutrients from all five food groups that will help our bodies be strong and healthy.

- Show the Visual Aid: “Benefits of Eating from the Rainbow.” In addition to eating from all five food groups, we should remember to eat fruits and vegetables from all the colors of the rainbow.
- Remember variety is good and trying new fruits and vegetables can be fun, as they might discover something new that they really like.

## **WORKSHEET ACTIVITY**

### **SAY**

Okay everyone, we are going to do an activity in our worksheet. For this, you will need either a pen or a pencil.

### **DO**

- Read through the directions for the activity. Students will be choosing fruits and vegetables of different colors.
- 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 responses.
- Challenge students to try a new fruit and/or vegetable this week.

### **SAY**

Great job everyone! Your work looks great! Remember to try a new colorful fruit and/or vegetable 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”
- Tricep Kicks
- Shoulder Press
- Knee Lift
- Knee Lift with arm pull down

#### **Cool-down:**

- Slow march in place
- 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)