



LiveWell Kids Nutrition

Grade: 1st

Module 3: Food Labels & Marketing

Length of Lesson: 30 minutes

Objectives

Module Objectives:

- Increase nutrition fact and food label knowledge.
- Increase ability to make healthy food choices.
- Increase ability to think critically about common marketing tactics.

Grade Level Learning Objectives:

- Learn about the importance of choosing minimally processed foods.

Lesson Materials and Preparation – 20 minutes

- Chime (Found in classroom)
- Visual Aid: “Whole Foods and Their Benefits”
- Visual Aid: “Colorful Processed Foods”

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 students’ attention.
 - Ex. Waterfall, waterfall. Shhhhhh.

Food Tasting: Upcycled, dried peaches

Food List & Supplies:

- 2 bags of dried peaches
- Soufflé cups
- Food handling gloves
- Teaspoon

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

1. Put on food handling gloves
2. Use a teaspoon and scoop one teaspoon of dried peaches into each soufflé cup

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

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



Did You Know?

- The dried peaches in our sample are upcycled from “ugly” fruit that would not be displayed in grocery stores because of its appearance, but is otherwise fine to eat. These peaches would have been thrown away, but in an effort to reduce waste, have been upcycled into dried fruit.
- Upcycling, also known as creative reuse, is the process of transforming by-products into new materials or products of better quality and environmental value.
- Dried fruit is high in fiber, which aids in digestion.
- All dried fruit has natural sugar. Some dried fruit has added sugar. Be sure to read the label!
- Look at the label for today’s sample: how many ingredients are there? What is the first ingredient?
- When eating processed foods, look for as few ingredients as possible and look to see if the first ingredient is a whole food.

FOOD JOKE: What do you call a fruit that plays the trumpet?

A: Tooty fruity!

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 – 2 Min.**DO**

- Ask the class who remembers what the last lesson was about. (Fruits and Vegetables)
- Remind the class why it is important to eat breakfast every day. Some answers include:
 - Gives us energy
 - Keeps us full until lunch time
- Ask students about the ways we can incorporate fruits and vegetables into our daily breakfasts. Some examples are below:
 - Adding strawberries to oatmeal or cereal
 - Adding spinach or zucchini to pasta sauce
- Ask the students how much of their plates should be fruits and vegetables (1/2 of their plate).

NUTRITION EDUCATION – 10 Min.**SAY**

Today we are going to learn why it is important to eat whole (or unprocessed or minimally processed) foods and why these foods are good for our bodies. Afterward we will taste a food sample.

DO

- Ask the class where we get our food. Remind students that food comes from either plants or animals and that choosing foods closest to its plant or animal form is healthier.

- Explain that when we eat whole/unprocessed and minimally processed foods, we get nutrients that come from nature. When food is processed, it means that instead of going directly from the fields and farms to the store where we buy it and eat it, that the food first goes to a factory where it is changed from its natural state. Sometimes, only parts of the original food are used, and other things are added to it or removed from it, and it might be changed into something else.
- **Show the Visual Aid: “Whole Foods and Their Benefits.”** Notes about the benefits of colorful foods are listed below. Ask students for examples of colorful foods.
 - Fruits and vegetables red in color contain lycopene, which promotes a stronger heart.
 - Fruits and vegetables orange in color contain vitamin A, which improves vision.
 - Fruits and vegetables yellow in color are rich in vitamin C, which helps boost immunity.
 - Fruits and vegetables green in color contain calcium, which promotes bone strength.
 - Fruits and vegetables blue or purple in color are full of antioxidants, which sharpen the mind.
- Explain that eating these types of foods is also good for the environment. Foods that are whole, or close to whole, use less resources.
- Ask students if they can name some processed foods. Use the Visual Aid: “Colorful Processed Foods” to point out examples of processed foods. A few are listed below:
 - Candies: Skittles, M&Ms, Snickers, Gummy Bears
 - Cereals: Froot Loops, Lucky Charms
 - Drinks: Slurpees, sports drinks
- Ask the class if they think these foods, even though they are colorful, are as healthy for them as the whole/unprocessed fruits and vegetables they saw on the previous visual aid. Explain to the students that these foods are examples of processed foods, which means they are not foods in their original state. During processing, artificial (or fake) coloring might be added to the food, as well as extra sugar, salt, fat or other ingredients. Even though these foods are colorful like the fruits and vegetables, they are not as nutritious for our bodies.
- Remind the students that we should eat whole/unprocessed and minimally processed foods that are colored by nature more frequently than processed foods that are colored by chemicals.

WORKSHEET ACTIVITY

SAY

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

DO

- Read through the directions for the first activity. Students will be circling the foods that are in their natural state.
- Do an example with the students.
- Allow students to work together in pairs or groups or do the activity as a class.
- As students are completing the activity, walk around the classroom and acknowledge their work.
- For the second activity, ask the class to write down their favorite natural food.
- Afterwards, ask for volunteers to share their responses.

SAY

Great job everyone! Remember to try and whole foods or foods that are closest their natural state.

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:

- Beat the drum
- Harvest
- Sun Salute

Cool-down:

- Slowly march in place
- Raise arms above head and take a deep breath (3 times)

MINDFUL TASTING – 5 Min.

Opening:

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?

Reflection

- 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.

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

