



10 ACTIVITY

EatHealthy

I eat (and drink) the best foods for my body every day.

Right on Target

GRADE LEVEL:
Primary

TIME:
30 minutes

GROUPING STRUCTURE:
**Small group/
cooperative**

SUBJECTS:
**Health
Science
English Language Arts
– listening, speaking,
and writing**

Objective
Students will identify the most nutritious foods in each food group.

Materials/Preparation

Classroom Material:

- Chart paper (six pieces)
- Crayons/markers
- Masking tape



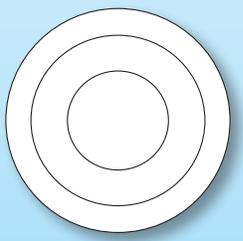
Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster
- Food Cards



Before the Activity

- Post poster
- Draw a target organizer on six pieces of chart paper and post one
- Separate Food Cards by food group



Opening the Activity

1. Introduce the Healthy Steps for Healthy Lives MyPlate poster.

- The poster is a tool to help us learn how to think, eat, and move healthy.
- There are pictures, symbols, and messages that tell us about nutrition (which means eating healthy) and physical activity (which means moving healthy).

2. What do you think the messages on the poster that say, “Eat the right amount for you” and “Foods to eat less” mean?

- Ideal responses: There are some foods in each group that we should eat more of because they are healthier than others; We should limit foods that have added sugar, salt, and solid fats; When choosing what to eat, we should pick the most healthy foods; An ingredient list or nutrition fact label can help us decide what to eat.

3. Tell students that they’re going to learn which foods in each group are the healthiest choices.

Choosing the Healthiest Foods in a Food Group

Discussion Points

CUT BACK ON FOODS HIGH IN ADDED SUGAR, SALT, AND SOLID FATS

Currently, many of the foods and beverages we eat and drink contain empty calories – calories from solid fats and/or added sugars. Solid fats and added sugars add calories to the food but few or no nutrients. For this reason, the calories from solid fats and added sugars in a food are often called empty calories. Learning more about solid fats and added sugars can help you make better food and drink choices.

- Solid fats are fats (oils) that are solid at room temperature (e.g., butter). Some solid fats are found naturally in foods. They can also be added when foods are cooked.
- Added sugars are sugars and syrups that are added when foods or beverages are made or prepared.
- The foods and beverages that provide the most empty calories are:
 - » Cakes, cookies, pastries, and donuts (contain both solid fat and added sugars)
 - » Sodas, energy drinks, sports drinks, and fruit drinks (contain added sugars)
 - » Cheese (contains solid fat)
 - » Pizza (contains solid fat)
 - » Ice cream (contains both solid fat and added sugars)
 - » Sausages, hot dogs, bacon, and ribs (contain solid fat)

Choose foods in forms with no added sugars.

Example: When choosing between two forms of a food in a food group such as sweetened and unsweetened apple sauce in the Fruit Group, choose the unsweetened version because it has no added sugar. This doesn't mean that the unsweetened apple sauce has no sugar in it at all; it means that the only sugar in the unsweetened apple sauce comes from the sugar that is naturally found in the apples used to make it.

Choose milk or other foods from the Dairy Group that are non- or low-fat; you will get the same amount of nutrients but less empty calories.

Example: Choose skim milk instead of whole milk (because skim milk contains no empty calories at all whereas whole milk contains solid fats).

Go lean with protein; choose meats with less fat and prepare Protein Foods in a way that does not add more solid fat to the dish (e.g., broil, grill, roast, or poach meat instead of frying).

Example: Choose baked chicken breast without the skin instead of fried chicken (because fried chicken contains solid fats from frying and skin).

Look out for salt (sodium) in foods you eat – it all adds up. Everyone, including kids, should limit their total salt [sodium] intake to less than 1 teaspoon per day. One teaspoon of salt is 2,300 milligrams of sodium. Read the Nutrition Facts label and the ingredients list to find packaged and canned foods lower in salt (e.g., “low sodium”, “reduced sodium”, or “no salt added”).

Example: Choose unsalted nuts as a Protein Food; you will get the same amount of nutrients but without the extra salt.

CHOOSE WHOLE GRAIN FOODS FROM THE GRAINS GROUP

The grains group is made up of two kinds of grains: Whole Grains and Refined Grains. Whole grains contain the entire grain kernel – the bran, germ, and endosperm. Refined grains have been milled, a process that removes the bran and germ. When this is done the process removes dietary fiber, iron, and many B vitamins from the grain. Sometimes refined grains are enriched which means that some of the nutrients that were taken out are added back in. Even if a grain is enriched, the fiber cannot be added back. Try to make sure that at least half of your daily grains come from whole grain sources.

Example: Choose macaroni and cheese made with whole-wheat macaroni noodles.

Tip: Just because a food (e.g. bread) is brown or the package says it is made of “wheat”, does not mean it is a whole grain. The easiest way to tell if a food is a whole grain is to read the ingredients list and choose products that name a whole grain ingredient first on the list (e.g., “whole wheat”, “brown rice”, or “oatmeal”).



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Right on Target

continued





Leading the Activity

4. **Explain what makes certain foods in a food group healthier to eat (or drink) using the Choosing the Healthiest Foods in a Food Group Discussion Points.**
5. **Model the concept using the posted target organizer.** Ask students to name foods in the Dairy Group. Prompt students as necessary until you receive enough examples to place at least one food on each ring of the target organizer.
 - Place the food with the least amount of empty calories in the center of the target (e.g., skim milk).
 - Place the food with the next least amount of empty calories on the middle of the target (e.g., whole milk).
 - Place the food with the most empty calories on the outside of the target (e.g., chocolate whole milk).
6. **Discuss why you completed the target organizer in the way you did.** All three of these foods are good choices from the Dairy Group, and by eating foods in the Dairy Group students are “right on target”. As often as possible we should choose foods in the center of the target because that is the way to “score” (get the nutrients we need without the empty calories).
7. **Divide students into five teams.** Assign each team a food group.
8. **Give each group a poster with a blank target organizer and the stack of food cards for their assigned group.**
9. **Students work together to place the food cards onto the appropriate ring of the target organizer.**



10. **Have teams name and record additional foods that belong in their food group onto the target organizer. Make sure students have at least one food or drink on each ring.**
11. **Teams share completed target organizers with the class.**



Closing the Activity

12. **Ask students what they would do if they had three types of dairy offered to them at one meal (e.g., skim milk, whole milk, and chocolate whole milk).**
 - Ideal responses: All three foods count for the Milk group; Drink the skim milk first.



Modifications

Adjust the suggested time for this activity by spreading it over a two-day period. Take about 15 - 20 minutes each day. Introduce the concepts on day one and complete the target organizers on day two. If you have additional time, challenge students by giving each team a stack of mixed food cards with cards from all food groups. Consider having students create a stack of cards with more challenging food choices (e.g., combination foods), trade cards with another team, and complete the sort.

