Background

Food Day is a nationwide celebration of and movement toward more healthy, affordable, and sustainable food culminating in a day of action on October 24th every year. Created by the nonprofit Center for Science in the Public Interest and driven by a diverse coalition of food movement leaders and citizens, Food Day aims to bring us closer to a food system with “real food” that is produced with care for the environment, animals, and the women and men who grow, harvest, and serve it.

Food Day is a chance to celebrate what our food system does right and to take action to address the pressing food issues we face. The Food Day priorities are to:

- Promote safer, healthier diets;
- Support sustainable and organic farms;
- Reduce hunger;
- Reform factory farms to protect the environment and animals;
- Support fair working conditions for food and farm workers.

Food Day seeks to inspire community action in every city and state in the country (the inaugural year, 2011, featured more than 2,300 events in all 50 states) with individuals and organizations coming together on and around October 24th to learn, debate, and mobilize to improve our food system and the American diet. By collaborating on events like Food Day, we can build the momentum needed to change the American food system.

Participation in Food Day

The responses and ideas for how best to celebrate Food Day are as varied as the communities that participate. Each community faces its own challenges and the best solutions are informed by local culture, history and resources. Food Day in Oakland will address different topics from those in Minneapolis or Tucson.

At OUSD, we have several events planned:

- Nutrition Services is preparing a “perfect” local meal to be served in the cafeteria on October 24th;
- OUSD Garden programs will be encouraged to harvest produce from their gardens and eat it to be part of a Food Day Local Food “mile” total;
- OUSD Garden programs will be encouraged to plant purple tree collards and garlic to be part of a OUSD Food Day Planting Experience;
- By using the Food Day curriculum as a starting point, Nutrition Education programs will be encouraged to educate students about food and “eating real.”
- School Produce Markets will feature special cooking demonstrations.

What will YOU do to celebrate Food Day????????
Teacher-Generated Food Day Ideas

- Encourage teachers to have a discussion about snack choices before recess – examine labels, different names for sugar – graph results and compare with later in the year;
- 5th grade informational posters with: slogan (Eat Real, Mostly Plants, Not Too Much); different plant parts we eat; food group recommendations, etc.
- Harvest Your Yard Booty – Families who grow fruit, vegetables, chickens donate some of their produce. Make a mural of pictures of the families.
- Teach lesson (s) from Food Day Curriculum Guide (original and modified).
- Movie viewing of Super-Size Me or Fast Food Nation.
- Distribute Food Day overview to staff at sites.
- Share the fact that OUSD has a wellness policy.
- Healthy vs. non-healthy food sorting activity with cutouts from newspaper flyers; posters.
- Plan a cooking class with families.
- Math lesson using food pictures for sorting.
- Bulletin board for October about “Real Food.”
- Do the Eating Real sorting and “how foods change” activities; culminate with cooking activity – assign students to bring one whole food.
- Have students create posters inviting people to come to school farmers’ market.
- Share a snack from the farmers’ market – draw a picture about healthy snacks.
- Benefits of healthy snacks.
- Make tortillas with students.
Food Day:  
Modified Lessons – K-1 – Lesson #1

Food Day (October 24th) is a nationwide celebration of and movement toward more healthy, affordable and sustainable food. Food Day aims to bring us closer to a food system with “real food” that is produced with care for the environment, animals, and the women and men who grow, harvest, and serve it.

**Goal:** Encourage Oakland students to: “Eat Real,” “Mostly Plants,” and “Not Too Much.”

**Objectives:** Following participation in Food Day lessons and activities, students will be able to: 1) State why it’s important to eat whole foods; 2) identify the variety and different parts of plants that keep us healthy; 3) State why sugary, high-in-fat foods are “treats” that should be eaten rarely.

**Lesson 1 -- Materials Needed:**
1. Set of Whole Food photographs (from Food Day Curriculum Guide – pages 12-16)
2. Set of Adapted Food Change Cards
3. Enlarged chart for “How Foods Change” – see attached
5. “Circle the Whole Foods” handout – 1 per student
6. “Eat Real Action Plan” K-1 handout – 1 per student

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
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<tbody>
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<td>Tell students that to celebrate Food Day, we will be learning about “Real Food” and how it’s important to eat “real food” to stay healthy.</td>
<td>6.1.N. Set a short-term goal to choose healthy foods for snacks and meals.</td>
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<td>Show students pictures of whole foods. Ask them to share any thoughts that they have about photos. Ask them what foods are “missing” from this group of pictures. (chips, candy, soda.)</td>
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<td>Using the talking points on the back of this sheet talk about why eating whole foods is important.</td>
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<tr>
<td>Have the empty enlarged “How Foods Change” chart where all students can view. Show students one set of cards (i.e. orange; orange juice; orange soda.) Have them tell you which card goes in which section of the chart. Use the frame: I think the ___________________________ goes in the ___________________________ section because ___________________________.</td>
<td></td>
</tr>
<tr>
<td>Repeat for all of the sets of food cards. (An additional modification would be to have just two columns – Whole Foods and Foods that Have Changed a Lot.)</td>
<td>1.1.N. Name a variety of healthy foods and explain why they are necessary for energy and good health.</td>
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<td>Talk about how when foods are processed they lose some important nutrients and often have added sugar, fat, and salt as you are completing class chart.</td>
<td>6.1.N. Set a short-term goal to choose healthy foods for snacks and meals.</td>
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<td>Have students complete the “Circle the Whole Foods” handout.</td>
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<td>Discuss how now that they know the difference between whole foods and foods that have changed a lot, it is important to eat whole foods more often. Explain that sometimes having a goal for eating healthy foods can help us remember to choose whole foods – real foods – rather than foods that have lots of sugar, fat, or salt added to them.</td>
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LESSON 1

Why are “whole” foods considered “real” foods?

- Eating real (eating whole foods from plants and animals such as fruits, vegetables, whole grains, poultry and low fat dairy products is important.
- These foods are packed with the nutrients our bodies need.
- They keep us going today and help us stay healthy long into the future.
- Whole foods are different from processed foods such as sweetened beverages, chips, and candy.
- Processed foods lack essential nutrients and are loaded with fat, salt, and sugar.
- Action plans can help us remember to make healthy choices.

LESSON 2

Why should we eat “mostly plants?”

- It is very important to eat whole plant foods that are available from supermarkets, farms, and gardens.
- Whole plant foods contain hundreds of nutrients that our bodies and they don’t contain fats, added sugar or salt.
- By examining illustrations of different plants, we can appreciate the variety of plants and the parts of plants that keep us healthy.
- Half of our plates should be filled with fruits and vegetables.
- A quarter of our plates should be filled with grains.
- Sharing this information with our families can have a positive impact.

LESSON 3

What do we mean by “not too much?”

- It’s important to limit overly processed foods that contain little or no nutrients and often have high amounts of added fat and sugar.
- 4 grams of sugar = 1 teaspoon of sugar (or one cube of sugar).
- 5 grams of fat – 1 teaspoon of fat.
- Many foods we enjoy have MORE than the recommended daily maximum of sugar and/or fat.
- The “Not Too Much” message is very important because we live in an environment that is dishing out more fat and sugar than our bodies can handle.
- Action plans can help us remember to make healthy choices.
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<th>Changed a Little</th>
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<tr>
<td><strong>Corn on the cob</strong> is a real, whole food that remains just as it was after it was grown and harvested. Corn is good for our health because it contains nutrients—chemicals that our bodies need to be healthy. Of course, slathering the corn with butter and salt makes it much less healthy.</td>
<td><strong>Canned corn</strong> is not as good for our health as corn on the cob is salt has been added.</td>
<td><strong>Frosted corn breakfast cereal</strong> is made from mixing corn meal (make from corn) with lots of sugar and other things. It is not healthy for our body because of all of these added ingredients.</td>
</tr>
<tr>
<td><strong>Grilled chicken</strong> comes right from a chicken, with only the skin and bones removed. Grilled chicken is good for our health because it is high in protein and protein helps us build strong muscles.</td>
<td><strong>Fried chicken</strong> has been breaded and fried in oil. Fried chicken is not as good for our health because fat has been added when it is fried. There is more fat (and more calories) in the breading and oil than in the chicken itself.</td>
<td><strong>Chicken nuggets</strong> are molded pieces of chicken that are breaded and then usually fried in oil. Chicken nuggets are not so healthy for our body because of the bread and oil that are added to them.</td>
</tr>
<tr>
<td><strong>Oranges</strong> are eaten just as they are picked from the tree. Oranges are good for our health because they are full of many vitamins, minerals, and other health-enhancing substances, most notably vitamin C, potassium, and antioxidants.</td>
<td><strong>Orange juice</strong> is made by squeezing the juice out of oranges. Orange juice is not as healthy as whole oranges since the fiber is removed when the oranges are squeezed. In addition, the greater bulk of a whole orange is more filling and if you are full, you are less likely to eat other foods that are not as healthy for you.</td>
<td><strong>Orange soda</strong> is carbonated water with sugar, flavorings, and coloring added. Orange soda and other sweetened beverages are like liquid candy. They are not healthy for our bodies because they have sugar and other artificial ingredients and they have NONE of the healthy nutrients that our bodies need.</td>
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<tr>
<td><strong>Fat free milk</strong> comes to us straight from dairy farms with minimal processing. Fat free milk is good for our health because it helps keep our bones and teeth healthy and strong.</td>
<td><strong>Fruit-flavored yogurt</strong> is made by culturing milk and adding sugar and flavoring to yogurt. Fruit-flavored yogurt is not as healthy as milk because sugar is usually added to the yogurt. It will be healthier to buy or make plain yogurt and add sliced or crushed fruit.</td>
<td><strong>American processed cheese food</strong> has so many chemicals added to it that it has to be called cheese FOOD instead of just cheese. It also has lots of fat and salt and is much less healthy than fat free milk.</td>
</tr>
<tr>
<td><strong>Brown rice</strong> is a whole grain with only the outer husk removed. Brown rice is good for our health because it gives us energy.</td>
<td><strong>White rice</strong> has had the germ removed. White rice is not as healthy as brown rice because the fiber and some of the nutrients have been removed.</td>
<td><strong>Rice cereal treat</strong> starts with processed rice cereal and adds fat and sugar. Rice cereal treat is not so healthy for our bodies because it has lost many of the nutrients in rice and gained a lot of added fat and sugar.</td>
</tr>
<tr>
<td>How Foods Change Chart</td>
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<td>------------------------</td>
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<tr>
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<td></td>
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<tr>
<td>Whole Food</td>
<td></td>
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</table>
Circle the WHOLE foods

Look at the pictures below. Circle the foods that are WHOLE foods. Put an "X" through the foods that have changed a LOT from the whole food they contain.

- orange
- rice cereal treat
- frosted corn cereal
- grilled chicken
- fat-free milk
- brown rice
- chicken nuggets
- orange soda
- corn on the cob
- American processed cheese food
Eating real means eating whole foods from plants and animals. When you "Eat Real," you are helping your body be the best it can be. You will be able to do what you want to do such as run, play, and do well in school. When you "Eat Real," you are also taking care of the earth.

Try to "Eat Real!" Look at the pictures below and circle the foods you will eat when they are served at home or at school. In the last box, draw another whole food you will eat.
Food Day:
Modified Lessons – K-1 – Lesson #2

Food Day (October 24th) is a nationwide celebration of and movement toward more healthy, affordable and sustainable food. Food Day aims to bring us closer to a food system with “real food” that is produced with care for the environment, animals, and the women and men who grow, harvest, and serve it.

Goal: Encourage Oakland students to: “Eat Real,” “Mostly Plants,” and “Not Too Much.”

Objectives: Following participation in Food Day lessons and activities, students will be able to: 1) State why it’s important to eat whole foods; 2) identify the variety and different parts of plants that keep us healthy; 3) State why sugary, high-in-fat foods are “treats” that should be eaten rarely.

Lesson 2 -- Materials Needed:

1. Optional: Food Model cards/pictures for various fruits and vegetables.
2. Plant Cards (from Food Day Curriculum Guide – pages 34-40)
3. “Plant Parts We Eat” – student handout – 1 per student.
4. Optional: My Plate extensions. Have students complete handouts from Food Day Curriculum Guide on pages 73 and 74. Directions are on page 68)

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<td><strong>Lesson 2</strong></td>
<td>1a Identify the variety of foods of plant origin</td>
</tr>
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</table>

- Ask students how they did on their Eat Real Action Plan. Encourage students to continue to Eat Real at school and at home.
- Tell students that to celebrate Food Day, we will be learning about why it’s important to eat whole plant foods.
- Tell students that MOST of the foods we eat should be whole plant foods like vegetables, fruits and grains because they have the nutrients we need and they don’t have fat, added sugar or salt.
- Tell students that It’s best if we eat whole plant foods that come from different plant parts. Botanists group the different kinds of vegetables according to the part of the vegetable that is eaten. [This K-1 lesson examines 4 of the 8 vegetable groups, but feel free to examine others as desired.]
- Show students the Plant Cards for Root Vegetables; Leaf Vegetables; Flower Vegetables and Fruit Vegetables. See if students can list additional vegetables that they eat for these plant parts. If you have additional pictures of vegetables, see if students can classify them in the appropriate group.
- Have students complete the Plant Parts We Eat handout.
- Discuss as time permits.
- Optional: Complete MyPlate extensions to reinforce the amounts of plant-based foods that we should be eating on a daily basis.
To be healthy, most of the foods we eat should be whole plant foods. Color the different kinds of plants and then draw an example of that kind of plant in the box.

**Root Plant**

A *carrot* is an example of a root plant.
In the box below, draw a picture of a *carrot*.

**Leaf Plant**

*Spinach* is an example of a leaf plant.
In the box below, draw a picture of *spinach*.

**Flower Plant**

*Broccoli* is an example of a flower plant.
In the box below, draw a picture of *broccoli*.
Fruit Plant

A tomato is an example of a fruit plant.  
In the box below, draw a picture of a tomato.

My favorite vegetable is ________________________________

because ________________________________
**Food Day:**

**Modified Lessons – K-1 – Lesson #3**

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**Lesson 3 – Materials Needed:**

1. “Healthy Snack or Treat” handout – 1 per student.
3. “Small-Size-It Action Plan” handout – 1 per student.

**ACTIVITIES**

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<td>▪ Ask students how they continue to do on their Eat Real Action Plan. Encourage students to continue to Eat Real at school and at home.</td>
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<td>▪ Tell students that to celebrate Food Day we will be learning about why it’s important to limit foods that are not healthy for us.</td>
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<td>▪ Tell students that it’s important to limit “processed” foods, foods that started out as whole foods, but changed a lot. These foods often have lots of added fat and sugar and many don’t have any nutrients that keep us healthy.</td>
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<tr>
<td>▪ Many of the foods we like have MORE sugar and fat than is healthy for our bodies. These foods are called “treats” and we should have them only once-in-a-while AND we should have “not-too-much.” When we say “not-too-much” we mean a small size or a small portion of the treat.</td>
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<tr>
<td>▪ Have students complete the Healthy Snack or Treat handout.</td>
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<tr>
<td>▪ Tell students that the “Not Too Much” message is very important because we get many messages to eat food that’s not healthy: from TV, movies, restaurants, etc. Discuss the large sizes of treats that are often promoted at fast food restaurants and on television.</td>
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<tr>
<td>▪ Have students draw a self-portrait of themselves doing something they want to be good at. This could be a sport, dancing, a subject in school, a game, or doing chores at home. Explain that following the Food Day Eating Goals of “Eat Real,” “Mostly Plants,” and “Not Too Much” will help them be good at what they want to be able to do. If possible, post these self-portraits in the classroom and use as motivation for why it’s important to follow all of the Food Day Eating Goals.</td>
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<tr>
<td>▪ Have students complete the Small-Size-It Action Plan.</td>
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1.4.N List the benefits of healthy eating (including beverages and snacks).
Put a circle around each Healthy Snack. Put an "X" through each treat. Remember to choose real, whole foods for snacks most of the time.

carrots  ice cream cone  peanut butter

cake  banana  plain yogurt

whole grain cereal  apple  cucumbers

rice crackers  berries  cupcake

candy  whole wheat toast  oranges
Small-Size-It-Action Plan-K-1
(Adapted from Food Day Curriculum Guide)

Name: ___________________________________ Date: __________________

When we choose foods for snacks, we want to "Eat Real" by choosing whole foods most of the time. Choose a whole food, such as fruit, vegetables, or whole wheat bread with peanut butter, at least three days and a small portion of chips, candy or cookies no more than two days. When we do have overly processed foods such as chips candy or cookies we want to have a small portion. In the rectangles below, draw a picture and write the name of the snack you will have each day of the week.

My after-school snacks:

Monday

Tuesday

Wednesday

Thursday

Friday
Food Day: Modified Lesson #1 – 2-3

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Lesson 1 -- Materials Needed:
1. Set of Whole Food photographs (from Food Day
2. Set of Adapted Food Change Cards (minus the bar graphs)—duplicate as many sets as needed for pairs or small groups of students to follow at least one food through all of its changes. You may wish to have extra sets for students who are able to complete more.
4. “How Foods Change-2-3” student handout – 1 per student
5. “Whole Foods vs. Changed” handout – 1 per student pair/small group

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<td>Tell students that to celebrate Food Day, we will be learning about “Real Food” and how it’s important to eat “real food” to stay healthy.</td>
<td>5.2.N Compare and contrast healthy and less-healthy food choices in a variety of settings.</td>
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<td>Show students pictures of whole foods. Ask them to share any thoughts that they have about photos. Encourage them to use prompts such as: I wonder _______? I notice _______ A connection I see is...; I think _______ because _______; What happens if _______?</td>
<td></td>
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<td>Ask them what foods are “missing” from this group of pictures. (chips, candy, soda.) Ask: Why do you think they’re missing?</td>
<td>6.1.N. Make a plan to choose healthy foods and beverages.</td>
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<td>Using the talking points on the back of this sheet to talk about why eating whole foods is important.</td>
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<td>Talk about how when foods are processed they lose some important nutrients and often have added sugar, fat, and salt.</td>
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<tr>
<td>Distribute “How Foods Change” student handout to students and at least one set (3 cards) of cards that indicate a food change sequence (i.e. orange; orange juice; orange soda)</td>
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<td>Have students complete the “How Foods Change” handout. If they complete this quickly, have them do additional card sequences.</td>
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<td>Have students complete the “Whole Foods vs. Changed” handout in small groups or pairs.</td>
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<td>Discuss how now that they know the difference between whole foods and foods that have changed a lot, it is important to eat whole foods more often. Explain that sometimes having a goal for eating healthy foods can help us remember to choose whole foods – real foods – rather than foods that have lots of sugar, fat, or salt added to them.</td>
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LESSON 1

Why are “whole” foods considered “real” foods?

- Eating real (eating whole foods from plants and animals such as fruits, vegetables, whole grains, poultry and low fat dairy products is important.
- These foods are packed with the nutrients our bodies need.
- They keep us going today and help us stay healthy long into the future.
- Whole foods are different from processed foods such as sweetened beverages, chips, and candy.
- Processed foods lack essential nutrients and are loaded with fat, salt, and sugar.
- Action plans can help us remember to make healthy choices.

LESSON 2

Why should we eat “mostly plants”?

- It is very important to eat whole plant foods that are available from supermarkets, farms, and gardens.
- Whole plant foods contain hundreds of nutrients that our bodies and they don’t contain fats, added sugar or salt.
- By examining illustrations of different plants, we can appreciate the variety of plants and the parts of plants that keep us healthy.
- Half of our plates should be filled with fruits and vegetables.
- A quarter of our plates should be filled with grains.
- Sharing this information with our families can have a positive impact.

LESSON 3

What do we mean by “not too much”?

- It’s important to limit overly processed foods that contain little or no nutrients and often have high amounts of added fat and sugar.
- 4 grams of sugar = 1 teaspoon of sugar (or one cube of sugar).
- 5 grams of fat = 1 teaspoon of fat.
- Many foods we enjoy have MORE than the recommended daily maximum of sugar and/or fat.
- The “Not Too Much” message is very important because we live in an environment that is dishing out more fat and sugar than our bodies can handle.
- Action plans can help us remember to make healthy choices.
Chicken Nuggets
Corn on the Cob
Orange
Brown Rice
White Rice
Frosted Corn Breakfast Cereal

Fried Chicken

Orange Juice

Fruit-flavored Yogurt

American Processed Cheese Food
**How Foods Change-2-3**

Name: __________________________  Date: __________________________

Look at your three cards. Decide which one is a "whole food," which one has "changed a little," and which one has "changed a lot." Glue the cards in the correct section of the chart. Then answer the questions at the bottom of the chart.

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**Why did you put your card here?**

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**Why did you put your card here?**
Whole Food vs. Changed

Name: ___________________________ Date: ______________________

Examine the columns of pictures below. Draw a line from the whole food to a food that changed a lot from that whole food. On the back of this paper, select one of the food pairs and write about how the food changed from its original, REAL form to its changed form.

peach
- Fried fish sandwich

potatoes
- pickles

grilled fish
- peach roll-up

cucumbers
- onion rings

onions
- potato chips
Eating real means eating whole foods from plants and animals. When you "Eat Real," you are helping your body be the best it can be. You will be able to do what you want to do such as run, play, and do well in school. When you "Eat Real," you are also taking care of the earth.

Try to "Eat Real!" Look at the pictures below and circle the foods you will eat when they are served at home or at school. In the last box, draw another whole food you will eat.

- apple
- broccoli
- vegetable sticks
- brown rice
- orange
- grilled chicken
- corn on the cob
- fat free milk

Name: ___________________________ Date: ___________________________
Use this page if you want to draw in more whole foods that you will eat in the future.
Food Day:
Modified Lessons – 2-3 – Lesson #2

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**Lesson 2 -- Materials Needed:**

1. Plant Cards (from *Food Day Curriculum Guide* – pages 34-40)
2. “Plant Parts We Eat” – student handout – 1 per student.
3. Optional: My Plate extensions. Have students complete handouts from Food Day Curriculum Guide on pages 73 and 74. Directions are on page 68)

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<td><strong>Lesson 2</strong></td>
<td>1.1.N Classify various foods into appropriate food groups.</td>
</tr>
<tr>
<td>▪ Ask students how they did on their Eat Real Action Plan from the last lesson. Encourage students to continue to Eat Real at school and at home.</td>
<td></td>
</tr>
<tr>
<td>▪ Tell students that to celebrate Food Day, we will be learning about why it’s important to eat whole plant foods.</td>
<td></td>
</tr>
<tr>
<td>▪ Tell students that MOST of the foods we eat should be whole plant foods like vegetables, fruits, and grains because they have the nutrients we need and they don’t have fat, added sugar or salt.</td>
<td></td>
</tr>
<tr>
<td>▪ Tell students that it’s best if we eat whole plant foods that come from different plant parts. Botanists group the different kinds of vegetables according to the part of the vegetable that is eaten. We are examining 6 vegetable groups today. [In reality, there are 2 others – tubers and bulbs --, but they’re tough to distinguish from the 6 listed here, so we’re not learning about them in this lesson.]</td>
<td></td>
</tr>
<tr>
<td>▪ Show students the Plant Cards for all of the kinds of vegetables – one at a time. As you show them, select key nutrients and/or key benefits of this type of vegetable to share with students. Post Plant cards on board for students to see and write down some of the “key nutrients/benefits” next to each card. [Students will need this information for their handout.] See if students can list additional vegetables that they eat for these plant parts.</td>
<td></td>
</tr>
<tr>
<td>▪ Have students complete the <em>Plant Parts We Eat</em> handout.</td>
<td></td>
</tr>
<tr>
<td>▪ Discuss and review as time permits.</td>
<td></td>
</tr>
<tr>
<td>▪ Optional: Complete MyPlate extensions to reinforce the amounts of plant-based foods that we should be eating on a daily basis.</td>
<td></td>
</tr>
</tbody>
</table>
To be healthy, most of the foods we eat should be whole plant foods. Color the different kinds of plants and then draw an example of that kind of plant in the box.

**Root Plant**

A *carrot* is a root plant. In the box below, draw a picture of a *carrot* and write down one of the nutritional benefits of eating root vegetables.

**Stem Plant**

*Asparagus* is an example of a stem plant. In the box below, draw a picture of *asparagus* and write down one of the nutritional benefits of eating stem vegetables.
Leaf Plant

Spinach is an example of a leaf plant. In the box below, draw a picture of spinach and write down one of the nutritional benefits of eating leaf vegetables.

Flower Plant

Broccoli is an example of a flower plant. In the box below, draw a picture of broccoli and write down one of the nutritional benefits of eating flower vegetables.
A **tomato** is an example of a fruit plant. In the box below, draw a picture of a tomato and write down one of the nutritional benefits of eating fruit plant vegetables.

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**Seed Plant**

**Corn** is an example of a seed plant. In the box below, draw a picture of corn and write down one of the nutritional benefits of eating seed vegetables.
Food Day:
Modified Lessons – 2-3 – Lesson #3

Food Day (October 24th) is a nationwide celebration of and movement toward more healthy, affordable and sustainable food. Food Day aims to bring us closer to a food system with "real food" that is produced with care for the environment, animals, and the women and men who grow, harvest, and serve it.

Goal: Encourage Oakland students to: “Eat Real,” “Mostly Plants,” and “Not Too Much.”

Objectives: Following participation in Food Day lessons and activities, students will be able to: 1) State why it’s important to eat whole foods; 2) identify the variety and different parts of plants that keep us healthy; 3) State why sugary, high-in-fat foods are “treats” that should be eaten rarely.

Lesson 3 -- Materials Needed:

1. “Healthy Snack or Treat” handout – 1 per student.
2. “Small-Size-it Scenarios” handout – 1 per student pair or student group.
3. Optional: Props for students to act out “Small-size-it Scenarios.”
4. “Small-Size-it Action Plan” handout – 1 per student.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>Health Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 3</strong></td>
<td>1.4.N. List the benefits of healthy eating (including beverages and snacks).</td>
</tr>
<tr>
<td>Ask students how they continue to do on their Eat Real Action Plan. Encourage students to continue to Eat Real at school and at home.</td>
<td>7.2.N Practice how to take personal responsibility for limiting sugar (and salt) consumption in foods, snacks, and beverages.</td>
</tr>
<tr>
<td>Tell students that to celebrate Food Day we will be learning about why it’s important to limit foods that are not healthy for us.</td>
<td></td>
</tr>
<tr>
<td>Tell students that it’s important to limit “processed” foods, foods that started out as whole foods, but changed a lot. These foods often have lots of added fat and sugar and many don’t have any nutrients that keep us healthy.</td>
<td></td>
</tr>
<tr>
<td>Many of the foods we like have MORE sugar and fat than is healthy for our bodies. These foods are called “treats” and we should have them only once-in-a-while.</td>
<td></td>
</tr>
<tr>
<td>Have students complete the Healthy Snack or Treat handout.</td>
<td></td>
</tr>
<tr>
<td>Tell students that the “Not Too Much” message is very important because we get many messages to eat food that’s not healthy: from TV, movies, restaurants, etc. Discuss the large sizes of treats that are often promoted at fast food restaurants and on television.</td>
<td></td>
</tr>
<tr>
<td>Tell students that it’s not possible or necessary to completely avoid treats and if we want to be healthy, we just have to learn how to manage our treats. One way is to have “not-too-much of a treat.” When we say “not-too-much” we mean a small size or a small portion of the treat. Have students work in groups to complete the Small-Size-it Scenarios. If time permits, have them act out the scenarios.</td>
<td></td>
</tr>
<tr>
<td>Have students complete the Small-Size-It Action Plan.</td>
<td></td>
</tr>
</tbody>
</table>
Healthy Snack or Treat?

Put a circle around each Healthy Snack. Put an "X" through each treat. Remember to choose real, whole foods for snacks most of the time.

carrots  ice cream cone  peanut butter

cake  banana  plain yogurt

whole grain cereal  apple  cucumbers

rice crackers  berries  cupcake

candy  whole wheat toast  oranges
Names: _______________________

With your group, read the "scenarios" below. For each situation, think about how the student could "small-size" his or her treat. Write the information in the lines provided. The first one is completed for you.

1. Sarah was invited to a birthday party. She was offered cake and ice cream. Sarah really wants to be healthy. How can she "small-size" the birthday treats?

Sarah can just eat the ice cream at the party and bring the cake home to share with her family.

2. Liam likes salty snacks. His friend, Ryan, suggests that they go to the 7-11 and get a big bag of potato chips. How can Liam "small-size" this treat?

________________________________________________________________________
________________________________________________________________________

3. There's a bake sale at school. Although she wants to help her class raise money, Angela knows that eating too many treats is not healthy for her. How can she "small-size" her bake sale choice?

________________________________________________________________________
________________________________________________________________________

4. Luis is at the ballpark watching his favorite team play baseball. The vendors keep coming by offering treats for sale. How can Luis "small-size" his treats at the ballgame?

________________________________________________________________________
________________________________________________________________________

5. Sam likes to have some snacks when he goes to the movies. Help him make some "small-size" choices so that he can be healthy.

________________________________________________________________________
________________________________________________________________________
When we choose foods for snacks, we want to "Eat Real" by choosing whole foods most of the time. Choose a whole food, such as fruit, vegetables, or whole wheat bread with peanut butter, at least three days and a small portion of chips, candy or cookies no more than two days. When we do have overly processed foods such as chips candy or cookies we want to have a small portion. In the rectangles below, draw a picture and write the name of the snack you will have each day of the week.

My after-school snacks:

Monday

Tuesday

Wednesday

Thursday

Friday
Food Day: Modified Lesson-#1 – 4-5

Food Day (October 24th) is a nationwide celebration of and movement toward more healthy, affordable and sustainable food. Food Day aims to bring us closer to a food system with “real food” that is produced with care for the environment, animals, and the women and men who grow, harvest, and serve it.

**Goal:** Encourage Oakland students to: “Eat Real,” “Mostly Plants,” and “Not Too Much.”

**Objectives:** Following participation in Food Day lessons and activities, students will be able to: 1) State why it’s important to eat whole foods; 2) identify the variety and different parts of plants that keep us healthy; 3) State why sugary, high-in-fat foods are “treats” that should be eaten rarely.

**Lesson 1 -- Materials Needed:**
1. Set of Whole Food photographs (from Food Day Curriculum Guide – pages 12-16)
2. Set of Adapted Food Change Cards (minus the bar graphs)—1 set per student group
3. “How Foods Change” teacher handout – for reference; Optional 1 per student pair
4. “How Foods Change” student handout – 1 per student
5. “Food Change Matrix” student handout – 1 per student pair

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>Health Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td></td>
</tr>
<tr>
<td><img src="#" alt="List of activities" /></td>
<td><img src="#" alt="List of health education standards" /></td>
</tr>
<tr>
<td>Tell students that to celebrate Food Day, we will be learning about “Real Food” and how it’s important to eat “real food” to stay healthy.</td>
<td>5. Compare nutritional values of a variety of similar food items.</td>
</tr>
<tr>
<td>Show students pictures of whole foods. Ask them to share any thoughts that they have about photos. Encourage them to use prompts such as: I wonder _______? I notice _______ A connection I see is....; I think _______ because _______; What happens if _________?</td>
<td>6.1.N. Make a plan to choose healthy foods and beverages.</td>
</tr>
<tr>
<td>Ask them what foods are “missing” from this group of pictures. (chips, candy, soda.) Ask: Why do you think they’re missing?</td>
<td></td>
</tr>
<tr>
<td>Using the talking points on the back of this sheet to talk about why eating whole foods is important.</td>
<td></td>
</tr>
<tr>
<td>Talk about how when foods are processed they lose some important nutrients and often have added sugar, fat, and salt.</td>
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</tr>
<tr>
<td>Distribute a set of adapted Food Change Cards to student groups. Ask groups to sort cards into three piles. [At this point, don’t give them more instruction than that.] Using small pieces of paper or post-its, have students name each pile.</td>
<td></td>
</tr>
<tr>
<td>When students have finished the task, tell them that ONE way to group foods is: Whole Foods; Changed a Little; Changed a Lot.</td>
<td></td>
</tr>
<tr>
<td>Have students complete the “How Foods Change” handout with their best guesses of the benefits and challenges of eating certain foods.</td>
<td></td>
</tr>
<tr>
<td>When students have completed this task, either orally share with them the info from the “How Foods Change” teacher handout and have them take notes on their “Food Change Matrix” handout OR, give student-pairs the copy of “How Foods Change” (teacher) and have them read it and take notes on the Matrix.</td>
<td></td>
</tr>
<tr>
<td>Discuss how now that they know the difference between whole foods and foods that have changed a lot, it is important to eat whole foods more often. Explain that sometimes having a goal for eating healthy foods can help us remember to choose whole foods — real foods — rather than foods that have lots of sugar, fat, or salt added to them.</td>
<td></td>
</tr>
<tr>
<td>Have students complete the Eat Real Action Plan.</td>
<td></td>
</tr>
<tr>
<td>Whole Food</td>
<td>Changed a Little</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td><strong>Corn on the cob</strong> is a real, whole food that remains just as it was after it was grown and harvested. Corn is good for our health because it contains nutrients (fiber, potassium, vitamin A, complex carbohydrates). Of course, slathering the corn with butter and salt makes it much less healthy.</td>
<td><strong>Canned corn</strong> is not as good for our health as corn on the cob is salt has been added.</td>
</tr>
<tr>
<td><strong>Grilled chicken</strong> comes right from a chicken, with only the skin and bones removed. Grilled chicken is good for our health because it is high in protein and iron and low in fat. It also has some potassium and phosphorus.</td>
<td><strong>Fried chicken</strong> has been breaded and fried in oil. Fried chicken is not as good for our health because fat has been added when it is fried. There is more fat (and more calories) in the breading and oil than in the chicken itself.</td>
</tr>
<tr>
<td><strong>Oranges</strong> are eaten just as they are picked from the tree. Oranges are good for our health because they are full of many vitamins, minerals, and other health-enhancing substances, most notably vitamin C, potassium, and antioxidants.</td>
<td><strong>Orange juice</strong> is made by squeezing the juice out of oranges. Orange juice is not as healthy as whole oranges since the fiber is removed when the oranges are squeezed. In addition, the greater bulk of a whole orange is more filling and should help reduce the intake of calories.</td>
</tr>
<tr>
<td><strong>Fat free milk</strong> comes to us straight from dairy farms with minimal processing. Fat free milk is good for our health because it is chock full of calcium, protein, and other nutrients, including vitamins A and D that are added. The fat is also skimmed off.</td>
<td><strong>Fruit-flavored yogurt</strong> is made by culturing milk and adding sugar and flavoring to yogurt. Fruit-flavored yogurt is not as healthy as milk because sugar is usually added to the yogurt. It will be healthier to buy or make plain yogurt and add sliced or crushed fruit.</td>
</tr>
<tr>
<td><strong>Brown rice</strong> is a whole grain with only the outer husk removed. Brown rice is good for our health because it is high in fiber, protein, B vitamins, and phytonutrients that can reduce the risk of chronic diseases, such as cancer and type-2 diabetes.</td>
<td><strong>White rice</strong> has had the germ removed. White rice is not as healthy as brown rice because the fiber in the bran layer and the nutrients that reside in the germ have been removed in the refining process.</td>
</tr>
</tbody>
</table>
Grilled Chicken

Rice Cereal Treat

Fat Free Milk

Canned Corn

Orange Soda
Frosted Corn Breakfast Cereal

Fried Chicken

Orange Juice

Fruit-flavored Yogurt

American Processed Cheese Food
How Foods Change-4-5

Name: ____________________________ Date: __________________

Look at your sets of cards. Decide which ones are "whole foods," which one have "changed a little," and which one have "changed a lot." Write the name of each food in the appropriate column. Be sure that the foods in the rows across all originated with the same whole food. Then answer the questions at the bottom of the chart.

<table>
<thead>
<tr>
<th>Whole Food</th>
<th>Changed a Little</th>
<th>Changed a Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

What do you predict are the benefits and challenges of eating these foods?  What do you predict are the benefits and challenges of eating these foods?  What do you predict are the benefits and challenges of eating these foods?
<table>
<thead>
<tr>
<th>Whole Food And Benefits</th>
<th>Food change</th>
<th>What's been added?</th>
<th>What's been taken away?</th>
<th>Why is this change significant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corn on the Cob</td>
<td>Corn on the cob to canned corn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Benefits:</td>
<td>Corn on the cob to frosted corn breakfast cereal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grilled Chicken</td>
<td>Grilled chicken to fried chicken</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Benefits:</td>
<td>Grilled chicken to chicken nuggets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oranges</td>
<td>Oranges to orange juice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Benefits:</td>
<td>Oranges to orange soda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fat free milk</td>
<td>Fat-free milk to fruit-flavored yogurt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Benefits:</td>
<td>Fat-free milk to American processed cheese food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brown rice</td>
<td>Brown rice to white rice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Benefits:</td>
<td>Brown rice to rice cereal treat</td>
<td></td>
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</tbody>
</table>
Food Day: Modified Lessons – 4-5 – Lesson #2

Food Day (October 24th) is a nationwide celebration of and movement toward more healthy, affordable and sustainable food. Food Day aims to bring us closer to a food system with “real food” that is produced with care for the environment, animals, and the women and men who grow, harvest, and serve it.

Goal: Encourage Oakland students to: “Eat Real,” “Mostly Plants,” and “Not Too Much.”

Objectives: Following participation in Food Day lessons and activities, students will be able to: 1) State why it’s important to eat whole foods; 2) identify the variety and different parts of plants that keep us healthy; 3) State why sugary, high-in-fat foods are “treats” that should be eaten rarely.

Lesson 2 – Materials Needed:

1. Plant Cards (from Food Day Curriculum Guide – pages 34-40)
2. “Plant Parts We Eat-Table” – student handout – 1 per student or student-pair
3. “Plant Parts We Eat – Visuals” – 1 per student or student-pair
4. Scissors and glue sticks for students or student-pairs
5. “Plant Parts We Eat-Answers” – 1 for teacher reference

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>Health Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 2</strong></td>
<td><img src="image" alt="Image of table content" /></td>
</tr>
<tr>
<td>- Ask students how they did on their Eat Real Action Plan from the last lesson. Encourage students to continue to Eat Real at school and at home.</td>
<td>1f. Name and explain benefits of eating fruits, vegetables and whole grains.</td>
</tr>
<tr>
<td>- Tell students that to celebrate Food Day, we will be learning about why it’s important to eat whole plant foods.</td>
<td>1.4.N. Explain why some food groups have a greater number of recommended portions than other food groups.</td>
</tr>
<tr>
<td>- Tell students that MOST of the foods we eat should be whole plant foods like vegetables, fruits, and grains because they have the nutrients we need and they don’t have fat, added sugar or salt.</td>
<td></td>
</tr>
<tr>
<td>- Tell students that it’s best if we eat whole plant foods that come from different plant parts. Botanists group the different kinds of vegetables according to the part of the vegetable that is eaten. We are examining 6 vegetable groups today. [In reality, there are 2 others – tubers and bulbs -- , but they're tough to distinguish from the 6 listed here, so we're not learning about them in this lesson.]</td>
<td></td>
</tr>
<tr>
<td>- Show students Plant cards and discuss the key nutrients and/or key benefits of this type of vegetable to share with them. If desired, post Plant cards on board for students to see, and ask a volunteer to write some of the “key nutrients/benefits” next to each card. [Students will need this information for their handout.] See if students can list additional vegetables that they eat for these plant parts.</td>
<td></td>
</tr>
<tr>
<td>- Distribute “Plant Parts We Eat-Visuals and “Plant Parts We Eat-Table” to students or student-pairs. Have students cut out pictures from “Plant Parts We Eat-Visuals and attach to the appropriate place on the on the “Plant Parts We Eat-Table” handout. Review/correct after all students have completed task.</td>
<td></td>
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<tr>
<td>- Optional: Complete MyPlate extensions to reinforce the amounts of plant-based foods that we should be eating on a daily basis.</td>
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</tbody>
</table>
## Plant Parts We Eat

(adapted from *Food Day Curriculum Guide and Nutrition to Grow On*)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Roots</th>
<th>Stems</th>
<th>Leaves</th>
<th>Flowers</th>
<th>Fruits</th>
<th>Seeds</th>
</tr>
</thead>
</table>

**Health Benefits:**

- Roots
- Stems
- Leaves
- Flowers
- Fruits
- Seeds
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Radish" /></td>
<td><img src="image.png" alt="Broccoli" /></td>
<td><img src="image.png" alt="Butternut Squash" /></td>
<td><img src="image.png" alt="Celery" /></td>
</tr>
<tr>
<td><img src="image.png" alt="Corn" /></td>
<td><img src="image.png" alt="Kale" /></td>
<td><img src="image.png" alt="Carrot" /></td>
<td><img src="image.png" alt="Peppers" /></td>
</tr>
<tr>
<td><img src="image.png" alt="Asparagus" /></td>
<td><img src="image.png" alt="Peas" /></td>
<td><img src="image.png" alt="Swiss Chard" /></td>
<td><img src="image.png" alt="Cauliflower" /></td>
</tr>
<tr>
<td><img src="image.png" alt="Spinach" /></td>
<td><img src="image.png" alt="Onion" /></td>
<td><img src="image.png" alt="Artichoke" /></td>
<td><img src="image.png" alt="Potatoes and Nuts" /></td>
</tr>
<tr>
<td><img src="image.png" alt="Cucumbers" /></td>
<td><img src="image.png" alt="Cabbage" /></td>
<td><img src="image.png" alt="Potato" /></td>
<td><img src="image.png" alt="Mixed Nuts" /></td>
</tr>
</tbody>
</table>
# Plant Parts We Eat
(adapted from *Food Day Curriculum Guide and Nutrition to Grow On*)

<table>
<thead>
<tr>
<th>Roots</th>
<th>Stems</th>
<th>Leaves</th>
<th>Flowers</th>
<th>Fruits</th>
<th>Seeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beets</td>
<td>Asparagus</td>
<td>Cabbage</td>
<td>Artichoke</td>
<td>Cucumbers</td>
<td>Corn</td>
</tr>
<tr>
<td>Carrots</td>
<td>Celery</td>
<td>Chard</td>
<td>Broccoli</td>
<td>Bell Peppers</td>
<td>Nuts</td>
</tr>
<tr>
<td>Jicama</td>
<td>Onion</td>
<td>Lettuce</td>
<td>Cauliflower</td>
<td>Squash</td>
<td>Peas</td>
</tr>
<tr>
<td>Potato</td>
<td></td>
<td>Spinach</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Diagram:**
- **Roots:** Beets, Carrots, Jicama, Potato
- **Stems:** Asparagus, Celery, Onion
- **Leaves:** Cabbage, Chard, Lettuce, Spinach
- **Flowers:** Artichoke, Broccoli, Cauliflower
- **Fruits:** Cucumbers, Bell Peppers, Squash
- **Seeds:** Corn, Nuts, Peas
Food Day:
Modified Lessons – 4-5 – Lesson #3

Food Day (October 24th) is a nationwide celebration of and movement toward more healthy, affordable and sustainable food. Food Day aims to bring us closer to a food system with “real food” that is produced with care for the environment, animals, and the women and men who grow, harvest, and serve it.

Goal: Encourage Oakland students to: “Eat Real,” “Mostly Plants,” and “Not Too Much.”

Objectives: Following participation in Food Day lessons and activities, students will be able to: 1) State why it’s important to eat whole foods; 2) identify the variety and different parts of plants that keep us healthy; 3) State why sugary, high-in-fat foods are “treats” that should be eaten rarely.

Lesson 3 – Materials Needed:

1. “Empty Calories” handout – 1 per student or student group.
2. “Small-Size-it Action Plan” handout – 1 per student (found in Food Day Curriculum Guide page 52)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
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<tbody>
<tr>
<td><strong>Lesson 3</strong></td>
<td>1.6.N. Differentiate between more-nutritious and less-nutritious beverages and snacks.</td>
</tr>
<tr>
<td>- Ask students how they continue to do on their Eat Real Action Plan. Encourage students to continue to Eat Real at school and at home.</td>
<td></td>
</tr>
<tr>
<td>- Tell students that to celebrate Food Day we will be learning about why it’s important to limit foods that are not healthy for us.</td>
<td></td>
</tr>
<tr>
<td>- Tell students that it’s important to limit “processed” foods, foods that started out as whole foods, but changed a lot. These foods often have lots of added fat and sugar and many don’t have any nutrients that keep us healthy.</td>
<td></td>
</tr>
<tr>
<td>- To get an idea of just how much added sugar and fat are in some common treats, have students complete the “Empty Calories” handout.</td>
<td></td>
</tr>
<tr>
<td>- Discuss with students.</td>
<td></td>
</tr>
<tr>
<td>- Have students complete the “Small-Size-it Action Plan” handout.</td>
<td></td>
</tr>
</tbody>
</table>
**Empty Calories**

Name: ___________________________ Date: ___________________

“Empty Calories” are calories from foods that have little or no nutrients. That is, these foods have little or no health benefit for us. Examine the amount of sugar in the following popular drinks. Calculate the teaspoons (or cubes) of sugar for each drink. Then calculate the number of calories for each drink.

**Sugary Drink Chart**

<table>
<thead>
<tr>
<th>Drink</th>
<th>Grams of Sugar in the Entire Bottle</th>
<th>Teaspoons/ Cubes of Sugar formula = Grams of Sugar ÷ 4</th>
<th>Calories from sugar formula = grams of sugar x 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona Iced Tea</td>
<td>72 grams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gatorade</td>
<td>34 grams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cherry Lemonade</td>
<td>70 grams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pepsi</td>
<td>82 grams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin Water</td>
<td>32 grams</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Below is another chart with snacks and their fat content. Complete the last two columns on this chart.**

**Fatty Snack Chart**

<table>
<thead>
<tr>
<th>Snack</th>
<th>Grams of Fat per serving</th>
<th>Teaspoons of fat per serving (grams of fat ÷5)</th>
<th>Calories from Fat (grams of fat x 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large order of Mac Donald’s French fries</td>
<td>30 grams</td>
<td>6 teaspoons</td>
<td>270 calories</td>
</tr>
<tr>
<td>1 glazed doughnut (5 ¼” x 2 ½ “)</td>
<td>17 grams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Reese’s peanut butter cups</td>
<td>14 grams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cold Stone “Gotta Have it” Choc. Ice cream</td>
<td>56 grams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Starbuck’s chocolate chunk cookie</td>
<td>21 grams</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4th-5th Grade FOOD DAY – Day 3
1. It’s been recommended that students your age should have no more than **150 calories per day (TOTAL)** from foods that are “empty calorie” foods.

Which snack foods/sugary drinks from the charts on the other page meet this limit?

________________________________________________

________________________________________________

________________________________________________

________________________________________________

2. Why is it difficult to stay within this limit?

________________________________________________

________________________________________________

________________________________________________

________________________________________________

2. One suggestion for how to handle these treats is to “small-size” the portions – eat a smaller portion and eat it infrequently (not very often). Select a three treats from the other charts and think of healthy solutions for small-sizing them.

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

4th-5th Grade FOOD DAY – Day 3
FOOD DAY
Lesson #4 – Replacement (Grades 4-8)
Overview

Materials:
- Copies of “Local Food Debate-10 Reasons” handout – one per student or student group
- Scissors (if available, or just have students carefully tear their papers)

ELA Common Core State Standards addressed in this lesson:
- Reading for Literacy in Technical Subjects 6-12 (2): Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- Speaking and Listening Standards 6-12 (1): Engage effectively in a range of collaborative discussions with diverse partners on grade 6-8 topics, texts and issues, building on others’ ideas and expressing their own clearly.

DO NOW: Think, Write, Share:

Do you think it’s important to buy local foods? Why or why not?

Give students a few minutes to write a response to these questions. Invite them to share with a partner and, if time permits, have some students share with the entire class.

Say: Buying local foods is a controversial issue. There are people who support buying all local foods; people who oppose buying all local foods and people who are somewhere in between.

Today we’re going to study several reasons for each position. You will read the reason and summarize it by putting an appropriate title at the top of the reason. When you’ve read all of the reasons, you will sort them. Which ones belong in the category of “Reasons to Buy Local Food” and which ones belong in the category of “Reasons NOT to Buy Local Food.” When we’ve completed this portion of the lesson, we will have a class “thrash-out” – a modified debate about the question: Should Everyone Be Encouraged to Buy Local Food?

Have students complete the “Local Food Debate” handout. Once students have completed the Local Food Debate Worksheet, have them “bucket” their reasons. You may do this with a simple T-chart (as seen below).

<table>
<thead>
<tr>
<th>Reasons to Buy Local</th>
<th>Reasons NOT to Buy Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Local Food is Fresher and More Nutritious *</td>
<td></td>
</tr>
</tbody>
</table>

6th – 8th Grades – FOOD DAY – Lesson #4 -- Replacement
Have students put a star next to the 3 strongest reasons on their T-Chart and justify why they selected them:

I think Reason #___________ is very important because ____________________________.

Ex. I think Reason #1 is very important because in order to be healthy, we want to eat the most nutritious food possible.

Tell students that now that they’ve examined the reasons to buy and NOT buy local food, they need to take a stand. Based on the reasons that they felt were strongest, they need to decide to be advocates to BUY Local food or to NOT BUY Local food.

The debate question is: Should Everyone Be Encouraged to Buy Local Food? Students need to think about how they’d answer that question based on the information they just read. If they think people should BUY Local Food, they will stand on one side of the room. If they think people should NOT BUY Local food, they will stand on the opposite side of the room.

All students must have at least one (but preferably more than one) reason for why they go to one side of the room. The object of the Thrash-out is to try to entice people to your side, THROUGH YOUR ARGUMENT AND REASONS!!! Participants need to state their reason(s) (based on evidence) and why they think it’s a good reason.

When directions are clear, students should physically get up, and line up on opposite sides of the room for a “Thrash-Out.”

Call on students from alternate sides, giving students a chance to express and hear differing views. [Hopefully they will expand on the reason a bit using their own background knowledge and the background material from the handout.] At any point, if a student feels as though the opposing side has made a good point and they want to change sides, they may simply walk across to the other side and become advocates for the opposite point of view.

This works best if students are reinforced for: giving reasons based on the text; expounding on the text from other resources and/or their own experience; building on the argument of a student who previously spoke; take turns; listen respectfully, etc., etc. Sometimes it’s a good idea to write down and communicate to students what you’ll be looking for in this “Thrash-Out” so that expectations are clear.

Possible Wrap-Up Questions:

1. What was the best point made during the thrash-out? Why? By whom?
2. How successful were we in: Responding to a previous speaker? Building on a previously stated point? Listening respectfully? Incorporating background knowledge into our argument?
3. What else would you like to know about Local food and/or the Local food debate?
4. If appropriate (depending upon the outcome of the “thrash-out”) What actions can we take to ensure that everyone has access to healthy, local food?

Optional Culminating Activity: Invite students to write a brief position paper (or paragraph) that articulates their response to the question, Should Everyone Be Encouraged to Buy Local Food?

Exit Slip

To determine the impact of this lesson and/or next steps, have students complete and submit an Exit Slip prior to leaving class.

6th – 8th Grades – FOOD DAY – Lesson #4 -- Replacement
Exit Slip

Local Foods Versus Non-Local Foods

At first I thought ____________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Now I think ____________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________ because ____________________________________________

____________________________________________________________________
The Local Food Debate

Below you will find 10 short paragraphs. Five paragraphs SUPPORT buying Local food and five paragraphs DO NOT SUPPORT buying Local food. Read the first paragraph. After you read the paragraph, think of a title that summarizes the information contained in it. Write the title on the line above paragraph. Repeat for the remaining paragraphs. When you have finished, cut out each reason and divide the reasons into “buckets.” One “bucket” is “Reasons to Support Buying Local Food” and the other is “Reasons NOT to Support Buying Local Food.” The first title is completed for you.

*******************************************************************************

(Title #1) Local Food is Fresher and More Nutritious

1. A recent study showed that fresh produce loses nutrients quickly. In the time it takes to harvest the food, ship it to grocery stores, stock it on the shelves, buy the food and then cook and eat it, more than a week would have gone by. In that time from harvest to dinner table, sugars turn to starches, plant cells shrink, and produce loses its freshness. Even in California, produce may have traveled very far to get to your grocery store. Food grown in your own community was probably picked within the past day or two. It is crisp, sweet and loaded with flavor.

*******************************************************************************

(Title #2)

2. There are many benefits to globalization [i.e. sharing ideas and products throughout the world]. Our lives are made better by food, art, ideas, goods, culture and fair trade from around the world. What is more, just as the spice trade helped bring medieval Europe out of the Dark Ages, knowing about world products enables people from other lands to innovate and make their own new products. Local growers and producers benefit from such communication. Failure to accept globalization leads to a lack of growth. We need more diversity and less fear of outsiders and outside products.

*******************************************************************************

(Title #3)

3. It is impossible for most of the world to feed itself a diverse and healthy diet through exclusively local food production – food will always have to travel; asking people to move to more fertile regions is sensible but unrealistic. Consumers living in developed nations will, for better or worse, always demand choices beyond what the season has to offer.

*******************************************************************************

6th-8th Grades – FOOD DAY – Lesson #4 - Replacement
4. By supporting local farmers today, you can help make sure that there will be farms in your community in the future. These farms will provide future generations with plenty of nourishing and delicious food.

5. Fewer than one million Americans now claim farming as their main occupation (That’s less than 1% of the population.) Farming is a disappearing lifestyle. Here’s the main reason: the farmer today gets less than 10 cents out of every dollar that their products sell for. For example, let’s say that a farmer sold a basket of apples to Safeway. Safeway pays the farmer $1.00 for the basket of apples, but then charges $10.00 to sell the basket of apples to customers like us. The farmer only got a small part of the total sale.

Local farmers who sell directly to the people who eat their food products cut out the many middlemen [such as the grocery stores] and get the full price for their food (for example, they’d get $10.00 for the basket of apples) – which means farm families can make more money and they can afford to stay on the farm, doing the work they love.

6. It is not enough to measure a product’s carbon footprint through food miles alone. There are other energy-consuming aspects of food production like water use, harvesting techniques, fertilizer, disposal of packaging, storage procedures, etc. that contribute to a product’s use of energy. Localism is not always the most environmentally friendly solution if more carbon emissions are generated at other stages of the product than during its transport to other regions.

7. In the modern, big farming system, varieties of produce are chosen because they can ripen at the same time and they are strong enough to be harvested by machines. Shippers want produce that have tough skins so that they will survive being packed and transported and will last a long time in the grocery store. There are only a few varieties of each fruit and vegetable that meet these requirements so there is very little genetic diversity in the plants that are grown.

In contrast, local farmers who sell directly to the public or to local restaurants or grocery stores don’t have to meet those requirements. They grow many varieties because they have the best flavors, have a long harvest season and look beautiful. Many varieties are heirlooms, passed down from generation to generation simply because they taste good.
8. If one area experiences natural disaster or if food production fails for some other reason, having a system of trade and transportation can help ensure food security for those people living in the affected regions.

9. Farmland is very valuable. A well-managed family farm is a place where the resources of good soil and clean water are important. Farmers grow cover crops that prevent erosion and replace nutrients used by their crops. Cover crops also help fight global climate change. In addition, the combination of fields, shrubs, ponds and buildings is the perfect environment for many species of wildlife.

   This farming landscape will survive only as long as farms are able to make enough money. When farmers sell their products directly to the people who eat these products, they make more money. Thus, they are less likely to sell their farmland for other purposes -- such as constructing new homes or business buildings. When you buy locally grown food, you are helping to preserve the farming landscape.

10. One of the biggest barriers to eating sustainably and ethically produced food is the cost: the cost of money, the cost of time and convenience, and the cost of changing old habits into new ones. One of the main reasons large-scale industrial agricultural systems emerged in the first place is because it's cheaper to grow monocrops in very large quantities and then distribute them across a wide area. It drives down the per-unit prices of the crop. It also allows us to spend a smaller proportion of our income on food. As more locally-based systems scale up, those food costs will go down. But for now, early “good food” eaters tend to pay more.