General Nutrition Lessons

Grade: K/1st          Lesson #1 of 4          Time Needed: 60 minutes

Objectives:

- Students will understand that it's important to eat a variety of fruits and vegetables.
- Students will understand the health benefits of eating fruits and vegetables of different colors.
- Students will sort fruits and vegetables by color.

Materials:

- One copy of Eating the Alphabet by Lois Ehlert
- One large pocket chart/chart/graph in front of room with color indicators [red; orange/yellow; white; green; blue/purple] in different pockets and room in each pocket row for students to place Food Model cards;
- An assortment of Food Model cards of different colored fruits and vegetables inserted in the Eating the Alphabet book at the appropriate pages or distributed among students.
- Tape;
- Fruit and Vegetable Chart handout – 1 per student
- Fruit and Veggie Visuals handout – 1 per student
- Fruit and Vegetable Journal Response handout – 1 per student.
- “Over, Under, Around and Through” – Large chart copy of frame.
- Fruit and Vegetable Food Model cards associated with “Over, Under, Around, and Through.”

Directions:

Say: What are the colors of health? It’s fun to think about a rainbow of colors when you eat your daily fruits and vegetables. Every day we should choose fruits and vegetables from these colors: Blue-Purple; Green; White; Yellow-Orange; Red.

Why do we need to eat many different colors and kinds of fruits and vegetables? Different colored fruits and vegetables have different nutrients or chemicals that our bodies need to be healthy. Some colors keep our heart strong, some help us fight disease, some help our eyes. If we only ate ONE color of fruit or vegetable, we would be missing some of the vitamins and minerals that our bodies need.

It’s much healthier for us to eat lots of different colors – a rainbow of colors – of fruits and vegetables every day.

Today we’re going to read a book about fruits and vegetables called, Eating the Alphabet. As you look at each fruit and vegetable on the pages, think about where it belongs on our class chart. What color is it?

[As you read through the book, invite selected students (or students who have the appropriate cards) to attach Food Model cards to graph/chart. Be prepared for some confusion about “color.” If we typically eat the skin of a fruit/vegetable, its “color” is the color of the skin – i.e. a red apple is a red fruit. But, if we typically don’t eat the skin of a fruit/vegetable, its “color” is the color of the inside – i.e. a banana is a white fruit.

After reading book, invite students to respond to the following wrap-up questions:
**Say:** [Students should be seated on rug.] Let's look at our chart. We've got fruits and vegetables of many different colors. How many fruits and veggies do we have under “red?” [Repeat for all of the colors.]

When I call out a fruit or vegetable from our chart, please quietly stand up if you've tasted/tried that fruit or vegetable. [Select a variety of fruits and vegetables from class chart -- engage students in follow-up questions as desired -- i.e. Did you like that fruit/vegetable? How was it served (cooked, raw, cut-up, etc.)? Would you eat that fruit/vegetable again?]

**Activity:**

Distribute individual copies of blank Fruit and Vegetable Chart and Fruit and Veggie Visual handout to students. Invite them to cut and paste fruits and vegetables on chart to make a colorful chart.

**Journal Writing:**

When students have completed their charts (or plates or rainbows) have them complete the journal response paper and share as time permits.

Draw your favorite fruit. Complete this sentence frame:

My favorite fruit is _________________. I like it because ____________________.

Draw your favorite vegetable. Complete this sentence frame:

My favorite vegetable is _________________. I like it because ____________________.

**Physical Activity:**

If time permits, have students do the motions to "Over, Under, Around, and Through." See attached sheet for directions and frame.

**Wrap-Up Questions:**

1. Why should we eat different colored fruits and vegetables?

2. What can you do to eat MORE colorful fruits and vegetables?
**Fruits and Vegetables Visuals**

Cut out the fruits and vegetables and attach them to the Fruit and Vegetable Chart under the correct color.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>grapes</td>
<td>bananas</td>
<td>carrots</td>
<td>broccoli</td>
</tr>
<tr>
<td>corn</td>
<td>blueberries</td>
<td>bell pepper</td>
<td>cantaloupe</td>
</tr>
<tr>
<td>strawberries</td>
<td>orange</td>
<td>summer squash</td>
<td>eggplant</td>
</tr>
<tr>
<td>cauliflower</td>
<td>celery</td>
<td>apple</td>
<td>potatoes</td>
</tr>
<tr>
<td>pear</td>
<td>tomato</td>
<td>yam</td>
<td>plums</td>
</tr>
<tr>
<td>Blue/Purple</td>
<td>Green</td>
<td>White</td>
<td>Yellow/Orange</td>
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<td>Color</td>
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</tr>
<tr>
<td>Red</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yellow/Orange</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue/Purple</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fruits and Vegetables Journal Response

Name: ___________________________ Date: __________________

In the box below, draw your favorite fruit. Then complete the sentence below the box.

My favorite fruit is ____________________________.
It is my favorite fruit because ____________________________________________________________

In the box below, draw your favorite vegetable. Then complete the sentence below the box.

My favorite vegetable is ____________________________.
It is my favorite vegetable because ____________________________________________________________
Over, Under, Around and Through - Frame

Over a ________________

Under a giant __________

Around a huge __________

Through a sea of ________
Let's Go: Over, Under, Around and Through Fruits and Vegetables
K-1

Directions: Invite students to “act out” the prepositions using hand/body gestures. Suggestions include: Over = Stepping up; Under = crouching down; Around = Arms outstretched creating a circle; Through = swim the breaststroke. If possible, use Food Model cards of fruits and vegetables to prompt responses.

Let's go... Over a bowl of spinach
Under a giant mushroom
Around a huge carrot
Through a sea of potatoes.

Let's go... Over a bowl of pineapple
Under a giant mango
Around a huge banana
Through a sea of grapes.

Let's go... Over a bowl of yams
Under a giant broccoli
Around a huge ear of corn
Through a sea of zucchini.

Let's go... Over a bowl of melon
Under a giant apple
Around a huge pineapple
Through a sea of strawberries.

Let's go... Over a bowl of bell peppers
Under a giant avocado
Around a huge cauliflower
Through a sea of tomatoes.

Let's go... Over a bowl of kiwi
Under a giant pear
Around a huge orange
Through a sea of star fruit.

When students have acted out the sequence a few times, have them do follow-up activities as desired:

- Name a fruit that was mentioned.
- Name a vegetable that was mentioned.
- Create an activity for a fruit that was not mentioned. (i.e. over a dish of apricots)
- Create an activity for a vegetable that was not mentioned. (i.e. around a giant eggplant).
- Replace “Let’s go” with other action verbs (skip, jump, run, etc.)
Objectives:
- Students will understand that foods can be classified in Food Groups;
- Students will classify foods into different food groups;
- Students will understand that there are health benefits for foods in different food groups;

Materials:
- Enlarged MyPlate poster;
- Enlarged Food Group Chart;
- Enlarged version of Food Group song – with Food Model cards as visuals to support verses, if desired (it’s in the directions);
- Food Model Cards (no combination foods; variety of cards from different food groups in bags or large manila envelopes – 1 bag/envelope per group of students);
- Food Group Signs posted throughout the room;
- Blank “MyPlate Final Assessment” handouts – 1 per student;
- “Food Group Visuals” handout – 1 per student;
- Tape/Glue sticks/scissors;
- Crayons/colored pencils for students.

Directions:

Say: The last time we were together, we learned that it’s important to eat different colored fruits and vegetables – we need to eat a rainbow of fruits and vegetables so that we can be healthy. But fruits and vegetables aren’t the ONLY foods that we need in order to be healthy.

[Point to enlarged MyPlate poster]. Let’s look at the MyPlate poster. How many different groups are there on this poster? [5] Each group is made up of different kinds of foods. We already know two of the groups – Vegetables are in the Vegetables group [point to green section] and Fruits are in the Fruits group [point to red section.]

[If there’s confusion about colors, be sure to clarify that even though the fruits section is colored red, ALL the different colored fruits are represented in that section and, even though the vegetables section is green, ALL the different colored vegetables are represented in that section.]

Say: There are three other food groups that we’re going to learn about today. The Grains group, the Protein Group and the Dairy Group. On the MyPlate poster, what color is the “Grains” group? [orange] How about the Protein Group? [purple] And the Dairy Group? [blue] Each group is important because the foods in each group help us to be healthy in different ways.

[Indicate enlarged copy of Food Group song. Have Food Model cards ready to show as you sing parts of the song.]

Say: Before we talk about all of the ways foods can help us be healthy, let’s sing our Food Group song. [Sing song; hold up Food Model cards at appropriate places. Whenever students need a break from all of the talking, sing the song. Alternatively, just introduce one verse at a time as you learn the different food groups.]
Let's look at the Food Group Chart. Our **first** food group is the Vegetable Group. What are some examples of Vegetables? Vegetables help our eyes see in the dark. [Add a visual to the chart – such as “eyes”] Let’s make a gesture that will help us remember what Vegetables do [make pretend glasses around eyes] and let's repeat together: “Vegetables help us see in the dark!”

Our **second** food group is the Fruit Group. What are some examples of Fruits? Fruits help heal our cuts. [Add a visual to the chart – such as a “band-aid”] Let’s make a gesture that will help us remember what Fruits do [rub knees] and let's repeat together: “Fruits help heal our cuts!” What do **VEGETABLES** do? [Vegetables help us see in the dark.]

### Food Group Chart

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables Group</td>
<td></td>
<td>Help eyes see in the dark</td>
<td></td>
</tr>
<tr>
<td>Fruits Group</td>
<td></td>
<td>Help heal cuts</td>
<td></td>
</tr>
<tr>
<td>Grains Group</td>
<td></td>
<td>Give the body energy</td>
<td></td>
</tr>
<tr>
<td>Protein Group</td>
<td></td>
<td>Build muscles</td>
<td></td>
</tr>
<tr>
<td>Dairy Group</td>
<td></td>
<td>Build strong bones and teeth</td>
<td></td>
</tr>
</tbody>
</table>

Our **third** food group is the Grains Group. What are some examples of Grains? Grains give our body energy. [Add a visual to the chart – such as a “stick figure running”] Let’s make a gesture that will help us remember what Grains do [run in place] and let's repeat together: “Grains give our body energy!” What do **VEGETABLES** do? [Vegetables help us see in the dark.] What do **FRUITS** do? [Fruits help heal our cuts.]

Our **fourth** food group is the Protein Group. What are some examples of Protein foods? Protein foods build muscles [Add a visual to the chart – such as a “muscle arm”] Let’s make a gesture that will help us remember what Protein foods do [make a muscle arm] and let's repeat together: “Proteins help us build muscles. What do **VEGETABLES** do? [Vegetables help us see in the dark.] What do **FRUITS** do? [Fruits help heal our cuts.] What do **GRAINS** do? [Grains give our body energy.] What do **PROTEIN** foods do? [Proteins help us build muscles.]

Our **last** food group is the Dairy Group. What are some examples of Dairy foods? Dairy foods build strong bones and teeth. [Add a visual to the chart – such as a “toothy smile”] Let’s make a gesture that will help us remember what Dairy foods do [big smile] and let's repeat together: “Dairy foods build strong bones and teeth. What do **VEGETABLES** do? [Vegetables help us eyes see in the dark.] What do **FRUITS** do? [Fruits help heal our cuts.] What do **GRAINS** do? [Grains give our body energy.] What do **PROTEIN** foods do? [Proteins help us build muscles.]

**Say:** Now that we’ve learned the different food groups, let’s sing our Food Group Song one more time to help us remember the foods that go in the different groups. [As students become more familiar with the song, give cards to students and when they say the food, have student stand up and make appropriate food group gesture.]
<table>
<thead>
<tr>
<th><strong>Group Foods</strong></th>
<th><strong>Included Foods</strong></th>
<th><strong>How do These Foods Help Me?</strong></th>
<th><strong>Visual</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vegetables Group</strong></td>
<td>Fresh, canned, dried, and frozen vegetables; 100% vegetable juice</td>
<td>Help eyes see in the dark</td>
<td></td>
</tr>
<tr>
<td><strong>Fruits Group</strong></td>
<td>Fresh, canned, dried, and frozen fruits; 100% fruit juice</td>
<td>Help heal cuts</td>
<td></td>
</tr>
<tr>
<td><strong>Grains Group</strong></td>
<td>Bread, cereal, rice, tortillas, crackers, noodles</td>
<td>Give the body energy</td>
<td></td>
</tr>
<tr>
<td><strong>Protein Group</strong></td>
<td>Meat, poultry, fish, peanut butter, eggs, dried beans, nuts</td>
<td>Build muscles</td>
<td></td>
</tr>
<tr>
<td><strong>Dairy Group</strong></td>
<td>Plain or flavored milk, cheese, yogurt</td>
<td>Build strong bones and teeth</td>
<td></td>
</tr>
</tbody>
</table>
Food Group Song
K-3
(Old MacDonald Had a Farm)
Adapted from Dairy Council of California

Syllables in **BOLD** should have more emphasis.

To get the nutrients you need,
Eat lots of **food-group foods**.
To be **healthy, smart, and strong**,  
**Eat** some **Vegetable foods**.
  - **Have** some broccoli,
  - **Squash** and peas,
  - **Corn** and **spinach**
  - **Such good eats!**
To be **healthy, smart, and strong**,  
**Eat** some **Vegetable foods**.

Try brown rice,
**Bread and oatmeal**
Are so nice.
To be **healthy, smart, and strong**,  
**Eat** some **Grain group foods**.

To get the nutrients you need,
**Eat lots of** **food-group foods**.
To be **healthy, smart, and strong**,  
**Eat** some **Protein foods**.
  - **Have** some chicken,
  - **Eat** some fish,
  - **Spoon** some **beans**,
  - **Into your dish**.
To be **healthy, smart, and strong**,  
**Eat** some **Protein foods**.

To get the nutrients you need,
**Eat lots of** **food-group foods**.
To be **healthy, smart, and strong**,  
**Eat** some **Fruit group foods**.
  - **Have an apple**,
  - **Grapes**, strawberries,
  - **Peaches**, **pears**,
  - **And sweet blueberries**
To be **healthy, smart, and strong**,  
**Eat** some **Fruit group foods**.

To get the nutrients you need,
**Eat lots of** **food-group foods**.
To be **healthy, smart, and strong**,  
**Eat** some **Grain group foods**.
  - **Eat tortillas**,
To be **healthy, smart, and strong**,  
**Eat** some **Dairy foods**.

**Dr**ink some milk,
**And eat some cheese**,
**Have some yogurt**,
**If you please**.
To be **healthy, smart, and strong**,  
**Eat** some **Dairy foods**.

If desired, hand gestures and/or movement may be incorporated into song to reinforce the health benefit of each food group.

*Vegetables* = Pretend glasses (**Vegetables** help us see in the dark.)
*Fruits* = Rub knees and elbows (**Fruits** help heal our bodies.)
*Grains* = Run in place (**Grains** give us energy.)
*Proteins* = Muscle arms (**Proteins** help us build strong muscles.)
*Dairy* = BIG smile (**Dairy** foods build strong bones and teeth.)
[Invite students to go to their small groups? Have Materials Managers get bags/envelopes.]

Say: We’re going to play a game to see just how well we know our food group foods. In our room, I’ve posted the names of all of the food groups. What are they again? [Vegetables, fruits, grains, protein, dairy – indicate where each sign is located.]

The bags on your tables have cards with pictures of different foods on them. Some of these foods belong in the Vegetable group, some belong in the Fruit group, some are from the Grains group, the Protein group or the Dairy Group. When I give you the start signal, I’d like everyone to take one card from the bag, examine it, figure out what group it is in, then carefully walk to the sign for the group. As you wait for other people to join you at the sign, make the gesture for your food group. If someone comes to your group by mistake (i.e. a person with “toast” goes to the Protein Group), kindly help that person go to the correct group. How can you politely tell someone to go to a different group? [Demonstrate entire process with a food card from a bag.] Are there any questions?

[Give the start signal. When all students have arranged themselves, have them do a check to see if everyone is in the proper group. If a student needs to move, have him/her go to the correct group. If this works, have students return their cards to the bag and then select a new card and repeat the process. If it’s too crazy, have students complete the MyPlate Final Assessment.]

MyPlate Activity:

Distribute “MyPlate Final Assessment” to each student. Distribute Food Group Visual handouts to each table group. Using colored pencils or crayons, have students lightly color in the different sections of the MyPlate poster. Then have them cut out the food picture and attach as close the proper section of the MyPlate poster as possible.

Say: Today we’ve learned about the different food groups. In the next few weeks, we’ll be learning about some other information to help us be healthier eaters.
Food Group Song
K-3
(Old MacDonald Had a Farm)
Adapted from Dairy Council of California

Syllables in **BOLD** should have more emphasis.

To get the nutrients you need,
Eat lots of *food-group foods*.
To be healthy, smart, and strong,
Eat some **Vegetable foods**.

Try brown rice,
Bread and oatmeal
Are so nice.
To be healthy, smart, and strong,
Eat some **Grain group foods**.

To get the nutrients you need,
Eat lots of *food-group foods*.
To be healthy, smart, and strong,
Eat some **Protein foods**.

Have some chicken,
Eat some fish,
Spoon some beans,
Into your dish.
To be healthy, smart, and strong,
Eat some **Protein foods**.

To get the nutrients you need,
Eat lots of *food-group foods*.
To be healthy, smart, and strong,
Eat some **Grain group foods**.

Drink some milk,
And eat some cheese,
Have some yogurt,
If you please.
To be healthy, smart, and strong,
Eat some **Dairy foods**.

Vegetables = Pretend glasses (Vegetables help us see in the dark.)
Fruits = Rub knees and elbows (Fruits help heal our bodies.)
Grains = Run in place (Grains give us energy.)
Proteins = Muscle arms (Protein foods help build strong muscles.)
Dairy = BIG smile (Dairy foods help us build strong bones and teeth.)
**Food Group Visuals**

*Cut out the foods below and attach them to the My Plate poster near the correct food group.*

<table>
<thead>
<tr>
<th>Food</th>
<th>Food</th>
<th>Food</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>broccoli</td>
<td>cheese</td>
<td>fish</td>
<td>brown rice</td>
</tr>
<tr>
<td>chicken</td>
<td>tomatoes</td>
<td>grapes</td>
<td>low-fat milk</td>
</tr>
<tr>
<td>cereal</td>
<td>whole wheat bread</td>
<td>corn</td>
<td>berries</td>
</tr>
<tr>
<td>oranges</td>
<td>beans</td>
<td>plain yogurt</td>
<td>spinach</td>
</tr>
</tbody>
</table>
FRUIT

GROUP
VEGETABLE GROUP
PROTEIN GROUP
GRAINS

GROUP
General Nutrition Lesson

Grade: K/1st Lesson #3 of 4 Time Needed: 60 minutes

Objectives:

- Students will understand the difference between a “snack” and a “treat;”
- Students will create healthy snack T-charts;

Materials:

- Large chart paper divided into two sections;
- Enlarged MyPlate poster -- posted;
- Food Group Chart – posted;
- Formulaic sentence frames, as desired.
- “Healthy Snack or Treat” image handout – 1 per student or 1 per pair of students;
- “Healthy Snack or Treat” T-chart handout – 1 per student or 1 per pair of students;
- “Healthy Snack or Treat” Journal Response Handout – 1 per student;

Say: [Have students sitting with a partner.]

Last time we were together, we talked about Food Groups. What do you remember about the Food Groups? [Have students share response – refer to Food Group Chart and/or MyPlate poster, as desired.] The MyPlate poster helps us plan healthy meals so that we know we’re getting all of the different kinds of foods to be healthy. But mealtime isn’t the only time we eat, is it? What foods do you like to eat between meals—at times other than breakfast, lunch, and dinner? [Invite one or two students to share responses.]

With your partner, I’d like you to talk about the foods you like to eat between meals. Decide who is going first. Partner 1 will say what foods he/she likes to eat between meals and then Partner 2 will say what foods he/she likes to eat between meals. [Demonstrate as necessary.] After a few minutes, I’m going to invite students to come up and tell the class what they like to eat between meals and what their partner likes to eat between meals.

Have students discuss with a partner and think of as many different foods as possible. Invite individual students to share their responses and/or their partner’s responses with the whole class. If desired, have students use one or two of the following formulaic responses:

I like to eat __________________________ between meals.
My partner likes to eat __________________________ between meals.

One of my favorite foods to eat between meals is ____________.
__________________________ is a food that I like to eat between meals.

As students are responding, create a T-chart that the whole class can see. At first don’t put a title on the columns, but for your reference, one column will be “snacks” and one column will be “treats.” As students share aloud some of the foods that they like to eat between meals, enter the foods in one of the columns. When there are several examples in each column, ask students to look at the columns and ask why you put certain foods in each column. Have them decide on a label/title for each column.
Hopefully they will come up with a label that approximates “snacks” and “treats” --- guide them to use those terms from whatever they select.

**Say:**

- A **snack** is a small healthy meal eaten between larger meals. It gives your body vitamins and minerals. Your body and brain need vitamins and minerals to grow strong and give you the energy you need to play and learn. Healthy snacks are “**always**” foods – if you’re hungry, they are **always** good choices to eat.

- A **treat** is a small amount of food eaten for special occasions. Treats have lots of fat, sugar or salt. They don’t have the vitamins and minerals that your body needs. They are “**sometimes**” foods because we should only eat these foods sometimes – not every day.

*Can you think of any other foods that we could add to our chart? Are they “snacks” or “treats?”*

[Invite students to add more items to the Snack/Treat T-chart based on the above definitions.]

Distribute the “Snack or Treat” images handout and the “Snack or Treat” t-chart handout. Have students (or pairs of students) cut out the images and attach them to the correct section of the t-chart. If desired they may draw additional items from the class chart on their t-charts.

When they have completed the t-chart, invite students to write/draw about “snacks” and “treats” on the Journal Response paper.
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.

Name: ___________________________ Date: ___________________

carrots  ice cream cone  peanut butter

cake  banana  plain yogurt

whole grain cereal  apple  cucumbers

rice crackers  berries  cupcake

candy  whole wheat toast  oranges
Healthy Snack or Treat T-Chart

Name: ___________________________ Date: ___________

<table>
<thead>
<tr>
<th>Healthy Snacks (&quot;Always&quot; foods)</th>
<th>Treats (&quot;Sometimes&quot; foods)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Healthy Snacks and Treats Journal Response

Name: ________________________________ Date: ________________

In the box below, draw your favorite healthy snack. Then complete the sentence below the box.

My favorite healthy snack is _________________________________. It is an "always" food. It is my favorite healthy snack because

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

In the box below, draw your favorite treat. Then complete the sentence below the box.

My favorite treat is _________________________________. It is a "sometimes" food. It is my favorite treat because

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
General Nutrition Lesson

Grade: K/1st Lesson #4 of 4 Time Needed: 60 minutes

Objectives:

- Students will understand that many drinks contain a great deal of sugar;
- Students will understand that in order to be healthy, they should limit the amount of “extra sugar added” drinks that they consume.
- Students will practice saying, “Yes” to healthy foods and “No” to unhealthy foods.

Materials:

- Large “T-chart” on board;
- Bottles/cans of the following sugary drinks: Pepsi (20 oz.); Gatorade; Frappuccino; Cranberry-Grape Juice; Vitamin Water; Capri Sun; Propel (Select 4 different drinks, but be sure to include Pepsi and Vitamin Water);
- Sugar cubes in bags (enough for each group to represent the amount of sugar in the selected beverages);
- Optional: teaspoon
- “Sugary Drink Predictions K-1” handout – 1 per student or student group;
- “Sugary Drink Stacks” handout-K-1 – 1 per student group;
- “Stop, Think, Do” enlarged chart;
- Red, Yellow, Green cards.

Directions:

[Review from last time.]

Say: The last time we were together, we looked at Healthy Snacks and Treats. What is a Healthy Snack? [Food that is okay to eat anytime.] Name a Healthy Snack. What is a Treat? [Food that is okay to eat only sometimes.] Name a Treat?

Today we’re going to look at some drinks that we like to have and we’re going to see some surprising information about them. To help us get started, let’s think about some of the drinks we enjoy. What is something that you like to drink? (As students are sharing, write down the drinks on the t-chart. Drinks such as water, milk, 100% juice belong on one side of the chart and sugary drinks should be listed on the other side of the t-chart. After students have listed the drinks, engage them in a brief discussion.)

Why did I put these drinks in two different columns? (Invite students to respond. Then clarify....) Some drinks like milk or 100% juice are sweet because they have “natural” sugars. Other drinks like soda or fruit punch or Gatorade are sweet because they have “extra sugar added.” They are not made from natural sugars. There are many, many drinks with extra sugar added and today we’re going to examine them and learn just how much added sugar is in them. We will learn that there are some drinks that are Healthy Drinks and we can enjoy them anytime. And there are some drinks that are Treats and we should have them only sometimes – not every day.
[Distribute the “Sugary Drink Predictions-K-1” handouts – 1 per student or student group. Be sure that the handout has the name of the drinks that you are featuring in this activity. Have the bottles of sugary drinks in an area where all students can view them.]

Say: Here are 5 drinks that students your age like to drink and here is one sugar cube. One sugar cube is the same as a teaspoon of sugar. [If have visual for teaspoon, that would be great!] Look at the bottles and write down how many cubes of sugar you predict are in each drink. Just do the “My Prediction” section right now.

[After students have made their predications, give them the “Actual Amount” information.]

Say: Sometimes it’s helpful to see how much sugar we’re talking about. [Distribute “Sugary Drink Stacks” handout and bags of sugar cubes. Have students stack up the proper number of sugar cubes on each drink circle.]

Say: What surprised you about the results of this activity? What do you think will happen if you drink too many sugary drinks? [Drinking too many sugary foods can lead to cavities; weight gain — which can then lead to other health problems like diabetes and heart disease; drinking too many sugary drinks can make you too full to eat healthier foods/beverages so your body doesn’t get the nutrients it needs to grow, be strong, and be healthy.]

Say: Health experts have said that children from 4-8 years old should have no more than 5 cubes (teaspoons) of added sugar a day. If children should only have drinks (and foods) that total 5 cubes of added sugar each day, which drinks would be okay to drink?

Which drinks have too much extra added sugar for children your age?

What could you do instead of drinking beverages with lots of extra added sugar? [List these on board as students suggest them – fill in as needed — drink water; drink water with lemons or oranges in it; drink diluted fruit juice; drink milk; drink small amounts of sugary drinks — not the whole container — on rare occasions.]

[Have “Stop, Think, Do” enlarged chart posted — refer to this as you say the next part.]

Say: When people offer us unhealthy foods and drinks, we don’t have to take them. We can STOP. THINK about our choices (Is this a healthy choice or an unhealthy choice?). Then we can DO....we can answer the question after we have decided.

Let’s practice. If I were to offer you a soda, I might say: Would you like to have a soda? Before you answer, STOP. (Hold up Red Card)

THINK (Hold up Yellow Card) Ask yourself, “Is this a healthy drink or an unhealthy drink? I don’t want to be unhealthy so I won’t take the soda.

DO. Answer the question: No thank you. I would rather have a glass of water.

Healthy Choice Model:

Would you like to have a soda?
Stop
Think
(Is this a healthy food/drink or an unhealthy food/drink?)
Do
No, thank you. I would rather have a glass of water.

Let's try it with another drink.

Would you like to have some milk?
Stop
Think
(Is this a healthy drink or an unhealthy drink?)
Do
Yes, please. I would like to have some milk.

Let's try it with one of our "Treats" from last time.

Would you like to have some candy?
Stop
Think
(Is this a healthy snack or an unhealthy treat?)
Do
No, thank you. I would rather have an apple.

Look at your "Sugary Drinks Predictions" handout. Select another drink from that handout. Who'd like to ask the question and who'd like to Stop, Think, Do? [Select students to model before the entire class. Have them use colored cards to assist with tasks. [Repeat as desired -- students may be able to do this with partners and then perform for the entire class. If you plan to do this, you may wish to have smaller, individual copies of cards to help with the process.]

Wrap up:

SAY: You have the power and the skill to say, "no" to unhealthy choices whether that's for food, drinks, or other activities.

[sung to the tune of: If You're Happy and You Know It]:

Sugar Song

We say, "No" to unhealthy choices, clap your hands! (Clap, clap)
We say, "No" to unhealthy choices, clap your hands! (Clap, clap)
We will Stop and Think and Do; a healthy life we will pursue,
And we'll dance and be as healthy as can be! (Clap, clap)
## Sugary Drink Predictions

Name: ____________________________  Date: ___________________

For each drink, predict how many cubes of sugar are in it.

<table>
<thead>
<tr>
<th>Drink</th>
<th>My Predictions</th>
<th>Actual amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pepsin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KoolAid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gatorade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin water</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Which drink has the MOST sugar?

2. Which drink has the LEAST sugar?

3. Which drinks are TREATS ("sometimes" drinks)?

4. Which drink is a HEALTHY DRINK (an "always" drink)?
Once you know how many cubes of sugar are in each drink, stack them in the circle.
Stop, Think and Do

Would you like to have a ________?

Stop

Think

(Is this a healthy food or an unhealthy food?)

Do

Yes, please. I would like to have a _____.

OR

No, thank you. I would prefer to have a _________________.