Smart Choices
Grades K-1 Lessons

This material was produced by the California Department of Public Health's Network for a Healthy California with funding from USDA SNAP, known in California as CalFresh (formerly Food Stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.cachampionsforchange.net.
Note to Teachers:

The “Smart Choices” Lessons for Grades K-1 are a compilation of one lesson created by the California Healthy Kids Resource Center [http://www.californiahealthykids.org/nutrition_mathematics](http://www.californiahealthykids.org/nutrition_mathematics), an adapted version of a lesson about the different kinds of sugar in sweet foods and beverages created by Alameda County Nutrition Services, a lesson about making healthy decisions and an optional lesson (adapted from The Dairy Council) about putting it all together—selecting foods from different food groups that reflect personal preference and cost.

This compilation is definitely in “Draft” form and I would welcome feedback on the “usability” of these lessons in your classroom.

Day One:

Do: Linking Mathematics and Nutrition – 7 Snacks for 7 Days Lesson as a review of food groups and healthy snacking. (See attached.)
Linking Mathematics and Nutrition
Lessons and Resources for Integrated Instruction

KINDERGARTEN
7 Snacks for 7 Days
Acknowledgments

Linking Mathematics and Nutrition was developed by the California Healthy Kids Resource Center with funding by the California Department of Public Health, Network for a Healthy California. The contents do not necessarily reflect the position or policy of the California Department of Public Health.

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KINDERGARTEN
7 Snacks for 7 Days

ACTIVITY OVERVIEW

• Students use MyPlate to design healthy snacks that contain foods from two or more food groups.
• Students design seven snacks and create a book called "7 Snacks for 7 Days," arranging the pages in the order of the days of the week.

MATHEMATICS GOAL
Students will name the days of the week and put them in the correct order.

NUTRITION GOAL
Students will understand the different food groups and identify healthy snacks from a variety of food groups.

HOME COMPONENT
Students will bring home their "7 Snacks for 7 Days" books at the end of the lesson.

STANDARDS AND SKILLS SUPPORTED IN THIS LESSON

• California Mathematics Content Standards
  Kindergarten
  Measurement and Geometry 1.0
  • 1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).
  • 1.3 Name the days of the week.

• California Health Education Content Standards
  Nutrition and Physical Activity Content Area – Kindergarten
  Standard 1: Essential Concepts
  • 1.2.N Identify a variety of healthy snacks.

  Standard 4: Interpersonal Communication
  • 4.1.N Explain how to ask family members for healthy food options.

  Standard 7: Practicing Health-Enhancing Behaviors
  • 7.1.N Select nutritious snacks.

CROSS-DISCIPLINARY SKILLS

• Ordering
• Categorizing
• Making Personal Health Connections
MATERIALS NEEDED

- "7 Snacks for 7 Days" book pages (seven per student plus cover page)
- "Snack Time!" homework
- Picture cards
- Scissors (one pair per student)
- Pencils (one per student)
- Glue sticks (one per student)
- Stapler
- Copies of MyPlate (one per student)
- Chart paper (two pages)
- Markers

PREPARATION TIME

- 10 minutes

PREPARATION ACTIVITIES

- Make copies of "7 Snacks for 7 Days" book pages, picture cards, and MyPlate.
- Sort papers so that each student will receive seven book pages, plus one book cover and one copy of MyPlate.
- Write the days of the week, in order, on chart paper. This will be used to list healthy snacks.
- Make copies of "Snack Time!" homework worksheet.

ACTIVITY TIME

- 65 minutes

- This activity can be divided into two class periods:
  - "Warm-Up" to "Activity" on day one (45 minutes)
  - "Activity Results" to "Closing" on day two (20 minutes)

BACKGROUND

Healthy snacks provide children with energy and nutrition. Children are consuming 168 more calories each day from snacks than kids did in 1977, with many of these calories coming from highly processed food. A healthy snack may contain whole grains or cereals; meat, nuts, or beans; milk or water; or fruits or vegetables. Snacks that are high in calories, fat, salt, and sugar should be avoided. Children should be offered snacks from a variety of food groups to ensure that they are eating different foods that help them grow, have energy and stay healthy.

RECOMMENDATIONS

Children need healthy snacks and meals to get all their daily nutrients. Healthy snacks include a variety of foods from two or more food groups. Snack sizes don’t need to be large (e.g., ½ cup of whole grain cereal and a piece of fresh fruit). MyPlate recommends that snacks contain foods from at least two food groups.
TEACHING TIPS
Kindergarten students may find terms like energy and nutrition too abstract. Use concrete examples to present these concepts such as “healthy foods help you play, think, learn, and reduce your chances of getting sick.”

If you have not introduced the days of the week before, show students a calendar and discuss the order of the days of the week. If you use a calendar as part of your daily classroom routine, review the days of the week before teaching this lesson. If your students need extra review, you may want to use the days-of-the-week song (sung to the tune of Oh My Darling Clementine):

There are seven days, there are seven days,
There are seven days in the week.
There are seven days, there are seven days.
There are seven days in the week.
Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday.
Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday.

VOCABULARY
Dairy Group – Milk, yogurt, and cheese.
Fruits – A sweet part of the plant that protects the seed, like apples, peaches, and grapes.
Grains – Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain.
Protein Group – Includes meat, poultry, fish, dry beans or peas, eggs, nuts, and seeds.
Vegetables – A plant or part of a plant used as food, like cabbage, carrots, and celery.

STEPS FOR CLASSROOM ACTIVITY
Warm-Up (10 minutes)

• Pass out a copy of the MyPlate handout to each student.
• Introduce the food groups. Have students look at the foods pictured next to each group. Ask the class to share what foods they see for each group.
• Give the students names of other foods and ask them to identify which food group it belongs to (e.g., say, “string cheese” and have students identify that string cheese belongs to the dairy group. Cheese is in the dairy group because it is made with milk).

Before the Activity (5 minutes)

• Tell the class that MyPlate contains many healthy foods. Combining foods from different food groups makes a healthy snack.
• Give an example of a healthy snack (e.g., cheese and crackers, apple and peanut butter). Ask students to identify what food groups they can recognize in each snack.
• Ask students to suggest healthy snacks using foods from a variety of food groups. Write these snack ideas on chart paper.
Activity (30 minutes)

- Hang up the list of the days of the week. Review the days of the week, saying the days in order.
- Hand out picture cards and book pages to each student.
- Tell students that they will make seven different healthy snacks for seven different days. Demonstrate how to cut out, combine, and glue food-picture cards to make healthy snacks. Students may draw a snack food in addition to using the picture cards.
- Show students how to put together their book pages. Once all pages have been completed, students should put the pages in the order of the days of the week. If they need extra help, students can consult the list that was reviewed at the beginning of the lesson.

Activity Results (5 minutes)

- Have students share their books with a partner. As they share their books, remind them to say the days of the week and to describe the snack they chose.

Mathematics Discussion (5 minutes)

- Help students to understand the order of the days of the week by asking questions like, “Can someone share the snack they made for the day after Wednesday?” or “Can someone share the snack they made for the day before Saturday?”
- Review the order of the days of the week by consulting a calendar or singing the days-of-the-week song (described in the “Teaching Tips” on page 3).

Nutrition Discussion (5 minutes)

- Ask students to look at their books and pick one snack they would like to try this week.
- Remind students that healthy snacks contain foods from two or more food groups.
- Demonstrate how students can share their books with their parents. Have students practice asking their parents for different healthy snacks.

Closing (5 minutes)

- Have students share one day from their book and the healthy snack they created.
- As students share, add the list of healthy snacks made earlier in the lesson. Keep the list in the classroom as reference and inspiration.

Assessment

- Review the “7 Snacks for 7 Days” book to see if students are creating snacks with foods from one or more food groups and putting the days in the correct order.
- The “Snack Time Homework” handout can be used as an in-class assessment.
**IDEAS AND RESOURCES FOR EXTENDING THE LESSON**

The activities listed below include resources that are available for free, four-week loan from the California Healthy Kids Resource Center (CHKRC). Additional nutrition and physical activity DVDs, curricula, references, and displays can also be borrowed. To order materials or for other resource suggestions, check the CHKRC Web site at [http://www.californiahealthykids.org](http://www.californiahealthykids.org) or call toll free (888) 318-8188.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resource</th>
<th>Standards</th>
<th>Health</th>
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</thead>
<tbody>
<tr>
<td>As homework, have students make a daily diary to record the snacks or fruits and vegetables they ate each day of the week. In class, have students share one of their snacks. Have the class identify which food groups were consumed in the snack.</td>
<td><em>Building a Healthy Me!</em> (CHKRC ID #5537) – Lesson 3: Off to a Good Start</td>
<td>Mathematics Measurement and Geometry 1.2, 1.3</td>
<td>Health Essential Concepts Kindergarten 1.2.N Practicing Health-Enhancing Behaviors Kindergarten 7.1.N</td>
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<tr>
<td>After students taste a fruit or vegetable as part of <em>Harvest of the Month (HOTM)</em>, have teams add different food groups to design a snack of the month. Have students create a monthly calendar of healthy snacks. They include the time of day and day of the week they would like to make and eat their snack with the class.</td>
<td><em>Harvest of the Month</em> (CHKRC ID #5798) or access other HOTM resources online at <a href="http://www.harvestofthemonth.com">http://www.harvestofthemonth.com</a></td>
<td>Mathematics Measurement and Geometry 1.2, 1.3, 1.4</td>
<td>Health Essential Concepts Kindergarten 1.2.N Practicing Health-Enhancing Behaviors Kindergarten 7.1.N</td>
</tr>
<tr>
<td>Students identify the time of day they eat breakfast, describe why it is important to eat breakfast, and list food groups to include in a healthy breakfast.</td>
<td><em>Building a Healthy Me!</em> (CHKRC ID #5537) - Lesson 3: Off to a Good Start</td>
<td>Mathematics Measurement and Geometry 1.2, 1.4</td>
<td>Health Essential Concepts Kindergarten 1.4.N Practicing Health-Enhancing Behaviors Kindergarten 7.2.N</td>
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</table>
RESOURCE WEB SITES AND REFERENCES

This article describes a study, conducted from 1977 to 2006, that revealed information about how American children have added 168 snack calories per day to their diets.

This article contains information about the extra calories children consume from snacks.

MyPlate – http://www.choosemyplate.gov
This online resource, from the United States Department of Agriculture, features personalized eating plans, interactive tools, classroom materials, posters, brochures, and advice for making food choices from every food group.

This article contains information about why children need regularly scheduled snacks.
7 Snacks for 7 Days

By

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Draw or glue on your healthy snack choices.

Sunday's Snack
Draw or glue on your healthy snack choices.

Monday's Snack
Draw or glue on your healthy snack choices.

Tuesday's Snack
Draw or glue on your healthy snack choices.

Wednesday's Snack
Draw or glue on your healthy snack choices.

Friday's Snack
Draw or glue on your healthy snack choices.

Saturday's Snack
Student Picture Cards
Students can color and use these cards or draw their healthy snack.

- Hummus
- Low Fat Yogurt
- Orange Slices
- Crackers

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# Student Picture Cards

Students can color and use these cards or draw their healthy snack.

<table>
<thead>
<tr>
<th>Whole Wheat</th>
<th>Nuts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tortillas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rice</th>
<th>Watermelon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cakes</td>
<td></td>
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</tbody>
</table>

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Student Picture Cards

Students can color and use these cards or draw their healthy snack.

Pretzels

Turkey Leg

Cherry

Strawberries

Tomatoes
Student Picture Cards
Students can color and use these cards or draw their healthy snack.

Banana

Broccoli

String Cereal

Cheese

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Student Picture Cards
Students can color and use these cards or draw their healthy snack.

Apple

Low Fat Cheese

Whole Wheat Toast

Carrots
Student Picture Cards
Students can color and use these cards or draw their healthy snack.

Bell Pepper

Low Fat Cottage Cheese

Cherries

Blueberries
Draw a picture of a snack that contains food from two food groups.

Draw a picture of a snack that contains food from three food groups.
Smart Choices – Day Two
Grades K-1
Overview
(Adapted from ACPHDNS Sugar Savvy lessons)

Objectives: Students will be able to identify foods that taste sweet.
Students will be able to identify naturally sweet foods and foods that have extra sugar added.
Students will understand that in order to be healthy, they should limit the amount of “extra sugar added” foods and drinks that they consume.

Materials:
- Food Model cards (optional)
- T-chart for whole class to view
- Packages (may be empty) of: 12-oz soda can; 20 oz. soda bottle; 1 pack Fruit Gushers; 1 pack of Twinkies; 4 Oreo cookies.
- Box of sugar cubes
- “Be Sugar Savvy” handout – 1 for each student

Review Previous Lesson:
Say: Yesterday we learned about the 5 different food groups. What are they? (Grains, Vegetables, Fruits, Protein, Dairy.) We learned that it’s important to eat foods from all of the different food groups in order to be healthy. We also learned that healthy snacks contain foods from two or more food groups. What are some examples of healthy snacks from two food groups? (Peanut butter and bananas -- [protein and fruit] or carrots and hummus [vegetable and protein].)

It’s important to eat healthy foods every day AND it’s important to LIMIT unhealthy foods.

Today we’re going to look at foods that should be “sometimes” foods --- foods and drinks that are okay to eat or drink once in a while, but not every day because they are not healthy for us.

Create (without a label) a T-Chart on Board or projector.

Ask: What are some sweet foods and beverages that you like to eat or drink?

As students respond to question, sort responses into two categories --- foods that are “naturally” sweet should be on one side and foods that have “extra sugar added” should be on the other. For example:

<table>
<thead>
<tr>
<th>?</th>
<th>?</th>
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</thead>
<tbody>
<tr>
<td>Orange juice</td>
<td>Candy</td>
</tr>
<tr>
<td>Strawberries</td>
<td>Cupcakes</td>
</tr>
<tr>
<td>Bananas</td>
<td>Soda</td>
</tr>
<tr>
<td>Milk</td>
<td>Cookies</td>
</tr>
<tr>
<td></td>
<td>Cereal</td>
</tr>
</tbody>
</table>

(If you have Food Model cards, post them on the T-chart when students name those foods.)

Ask students to speculate about the differences between these two groups. After a brief discussion, ask them to give a title to the first group and a title to the second group. Assist them, as needed, to generate a title similar to “Naturally Sweet Foods” and “Added Sugar Foods.”
1. Review the following facts with your students and engage them in a discussion about foods that taste “extra-sugar-added” sweet (candy, soda, etc.) compared to foods that taste “naturally” sweet (fruit, milk, etc.)
   - “Naturally sweet” means that a food naturally contains sugar – i.e. it grows like that or comes from animals like that. Foods like fruits, vegetables, and dairy products contain natural sugar, AND they also contain vitamins, minerals and fiber. These are foods that we SHOULD eat every day. They are “ALWAYS” foods.
   - “Added sugar” means that sugar was added to the food when it was being made or processed. Many treats, like candy and soft drinks (soda), are “sweet” because the sugar is added. These foods are high in added sugar and are often low in vitamins, minerals, fiber and other healthful things that your body needs to grow. These are foods that we should NOT eat or drink every day. They are “SOMETIMES” foods or “TREATS.”
   - Let’s look at our lists: What other foods could we add to the two groups?
     - (Many foods contain natural sugars: apples, carrots, mangos, sweet peas, watermelon, etc.)
     - (Many foods contain added sugars: juice, crackers, cake, pie, doughnuts, etc.)

Ask: How do you think your body would feel if you had too much added sugar in foods or drinks?

Ask: How do you think your body would feel if you had healthy foods to eat and water to drink instead?

2. Say: There are many problems with eating lots of foods with added sugars. What are some problems that you might have if you eat too many foods or drinks with added sugars?
   - Eating too many sugary foods can lead to cavities.
   - Eating too many sugary foods can lead to weight gain which can lead to other health problems like diabetes and heart disease.
   - Eating too many sugary foods can make you too full to eat healthier foods so your body doesn’t get the nutrients it needs to grow, be strong, and be healthy.
   - “Extra-sugar-added” foods should NOT be everyday foods.

Say: Health experts have said that children from 4-8 years old should have no more than 5 teaspoons of added sugar a day. (Hold up a teaspoon.) (Teacher info: 1 teaspoon = 4 grams of sugar = 16 calories)

Sometimes that’s easier to see with sugar cubes. (Hold up a sugar cube.) Each sugar cube is the same as 1 teaspoon of sugar, so children your age should have no more than 5 cubes of added sugar each day. (Stack 5 cubes so that students can see how much that is.)

Say: Let’s look at how much added sugar is in some foods and beverages that we eat and drink and see advertised on TV.

Arrange the following items in a place where all students can view: 12 oz. soda (non-diet) can; 20 oz. soda bottle (non-diet); Fruit Gushers; Twinkie; 4 Oreos. Stack sugar cubes in front of each snack (pyramid-style) so students can view the teaspoons of sugar in each snack. Have students make predictions about how many cubes of sugar in each item. Then count out loud while you’re stacking.

12 oz. soda can = 10 cubes
20 oz. soda bottle = 16+ cubes
1 pk. Fruit Gushers = 3+ cubes
2 Twinkies = 9+ cubes
4 Oreos = 3+ cubes
Say: If children should or drink foods/drinks that total of 5 cubes (teaspoons) of added sugar each day, which foods/drinks would be okay to eat in a day?

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

What could you eat and drink instead of foods with lots of added sugar?

To help them generate ideas about healthy alternatives, have students complete the “Be Sugar Savvy” handout.

After students have put an “X” on all foods with added sugar, have them count up all of the foods that have extra sugar added and put that number at the bottom of the paper (18).

Then have them add up the foods with natural sugar and write that number on the bottom of the paper (16).

Say: Remember....it’s okay to have one of these “added sugar” foods/drinks as a treat SOMETIMES, but in order to be healthy, we should say, “No,” to foods and drinks with extra sugar added and eat more fruits, vegetables, and whole grains and drink more water and low-fat/non-fat dairy products like milk.

3. Physical Activity (sung to the tune of If You’re Happy and You Know It):

   **Sugar Song**

   We say, “No” to added sugar, clap your hands! (Clap, clap)  
   We say, “No” to added sugar, clap your hands! (Clap, clap)  
   We’ll drink water when we’re thirsty and we’ll eat more fruits and veggies  
   And we’ll dance and be as healthy as can be! (Clap, clap)

   (Other movements: Stomp your feet; Dance for fun; Jump for Joy; Touch your toes; Turn around; Touch your knees; Touch the sky.)
Sugar Savvy – Day Three
Grades K-1
Overview

Objectives: Students will understand that not everything they see advertised on TV is a HEALTHY food or drink.
Students will practice a “Stop, Think, Do” strategy to make healthy decisions.

Materials: Charts from previous days’ lessons with healthy and unhealthy foods;
Snack booklets from Day One lesson;
Red, Yellow, Green papers (of a size that all students can see). The Red paper should
STOP written on it; the Yellow paper should have THINK written on it; and the
Green paper should have GO written on it;
Optional: Individual smaller versions of STOP, THINK, GO cards;
Large version of Healthy Choice Model;
Handouts from Day Two (Be Sugar Savvy).

Review Previous Lesson:
Say: Yesterday we learned that some sweet foods and drinks contain “natural” sugar. What are some examples of these? (Orange juice, strawberries, bananas, milk) And we also learned that some sweet foods and drinks contain “extra sugar added.” What are some examples of these? (Candy, cupcakes, soda, cookies, cereal)

We also learned that it’s important to eat healthy foods/drinks every day (foods/drinks with natural sugars) AND it’s important to LIMIT unhealthy foods/drinks (foods/drinks with extra sugar added).

I want you to think about sweet foods and drinks that you see advertised on TV or the internet or in magazines. What are some examples of these? (Have students take turns responding and list/draw on board/overhead)

Let’s count the foods/drinks we’ve seen advertised.

Which ones are healthy foods/drinks? (Put a happy face next to those.) How many healthy foods/drinks are there?

Which ones are unhealthy foods/drinks? (Put a sad face next to those.) How many unhealthy foods/drinks are there?

Are there more healthy foods/drinks advertised or unhealthy foods/drinks advertised?

Why do you think there are so many ads for unhealthy foods/drinks?

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) (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 milk.

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 milk.

Let’s try it with another food/drink.

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

Look at your Sugar Savvy handout. Select another food/drink from that handout. Who’d like to practice 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:

You have the power and the skill to say, “no” to unhealthy choices whether that’s for food, drinks, or other activities.

Let’s sing a new version of our “Sugar Song.”

Reprise Physical Activity (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)

(Other movements: Stomp your feet; Dance for fun; Jump for Joy; Touch your toes; Turn around;
Touch your knees; Touch the sky.)
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 ______________.
Smart Choices – Day Four
Grades K-1
Overview
(From Dairy Council Building a Healthy Me lesson)

Objectives:
Students learn to make food choices from available food-group foods and extras while they also consider personal preferences and cost.

Materials:
- Small paper lunch bags
- Cash register or bank
- Colored paper
- Pennies (seven per student)
- Envelopes
- Selected Food Model cards with copies of each card
- Large MyPlate poster

Preparation:
- Use tables for “grocery” aisles.
- Make color card for each table which matches to the MyPlate colors for each food group.
- Select five-to six Food Model cards from EACH food group plus extras. Make several photocopies of each picture.
- Write prices on each of the envelopes for each food group: Vegetables = 1¢; Grains = 1¢; Fruits = 1¢; Protein = 1¢; and Dairy = 1¢. Extras = 2¢. Example: Grains group would have five to six envelopes with 1¢ on each. Extras would have five to six envelopes with 2¢ on each.
- Place Food Model with photocopies of that picture behind it into each envelope and place on matching food group table.
- Gather money. Pennies are used exclusively in this lesson with each child getting seven pennies each.
- Gather paper lunch bags for each student to use for shopping.
- Display the MyPlate poster.

Establish a student rotation: some will be “shoppers,” some will be “store managers” for each table to help keep the tables organized and the rest of the students can be occupied in other activities.

Tell students:
Today, we’re going shopping. How many of you go to the grocery store with your families? We’re going to pretend each of these tables is an aisle in the grocery store.

This aisle has Grains.

This aisle has Vegetables.

This aisle has Fruits.

This aisle has Protein.

This aisle has Dairy.
This aisle has some extras.
Each of you has been given a paper lunch bag for your cart and seven pennies. You will spend all seven pennies on your groceries. You will take your bag around to each of these tables and pick at least one food from each food group. Take a copy of the food you choose and leave the color picture for other students to see. You don’t have to pick an extra food if you don’t want one, because, as you remember, these foods don’t contain the nutrients your bodies need to be strong and healthy. If you have enough money and want to purchase one extra in addition to your food-group foods, it’s fine.

Just as in a store, there will be several choices you could make, but you all want to be smart shoppers and:

- Choose foods that will make you healthy from the five food groups;
- Spend just the amount of money you have been given for this shopping trip;
- Choose foods that taste good and you know you would eat.

When you’ve finished “shopping,” go to the “check-out” counter to pay for your foods. As you pull out each food to show the cashier, you’ll say the name of the food and which food group it comes from.

Wrap-up:

- How many of you spent all of your pennies?
- How many of you chose foods that you would really like to eat?
- How many of you chose foods from all the food groups?

I can see you all are smart shoppers!