

# **Lesson Plan**

## **Nutrition/Food Guide Pyramid**

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Subject: Science/Health  
Grade: 3<sup>rd</sup> Grade

### **Description:**

After studying the benefits of and reasons for maintaining good nutrition and a well-balanced diet, and after learning the function and use of the food guide pyramid, students will design their own food guide pyramid using KidPix Deluxe 3 by Broderbund.

### **Faith Integration:**

God is the Creator of our bodies and the reason why we should do our best to keep them in good health. This lesson involves one of the essential “8 Laws of Health” (nutrition) and provides a smooth, simple and straightforward connection between its subject and our faith. The following Bible verses integrate beautifully with this lesson:

“You made my whole being. You formed me in my mother’s body. I praise you because you made me in an amazing and wonderful way. What you have done is wonderful. I know this very well.” Psalm 139:13, 14 (ICB)

“Dear friend, I pray that you may enjoy good health...”  
3 John 1:2 (NIV)

“Do you not know that your body is a house of God where the Holy Spirit lives? God gave you His Holy Spirit. Now you belong to God. You do not belong to yourselves. God bought you with a great price. So honor God with your body. You belong to Him.” I Corinthians 6:19, 20 (NLV)

## **Curriculum Benchmarks:**

*Standard 1: Basic operations and concepts*

- ? Students demonstrate a sound understanding of the nature and operation of technology systems.

*Standard 2: Social, ethical and human issues*

- ? Students practice responsible use of technology systems, information, and software.

*Standard 3: Technology productivity tools*

- ? Students use technology tools to enhance learning, increase productivity, and promote creativity

*\*Standard 4: Technology communications tools*

- ? Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

*\*Standard 6: Technology problem-solving and decision-making tools*

- ? Students employ technology in the development of strategies for solving problems in the real world.

***\*NOTE: Standards 4 and 6 (above) would be used ONLY if the “Follow-up Activities” are implemented.***

## **Materials/Hardware/Software:**

- ? Bible
- ? [www.5aday.com](http://www.5aday.com)  
(Sponsored by the Dole Fruit Company, this excellent website has a wealth of information for teachers and students regarding nutrition).
- ? 5-a-day Adventures CD-Rom  
(Published by the Dole Food Company, Inc., 1997)
- ? 5-a-day music cassette by the Dole Food Company, Inc., 1997
- ? Computers with KidPix Deluxe 3 by Broderbund installed, printers (color printers preferable), computer paper

## **Teacher Preparation:**

- ? Coordinate with computer teacher regarding KidPix project/expectations.
- ? Get materials ready: Bible, music cassette, 5-a-day Adventures CD-Rom
- ? Coordinate time for use of SmartBoard (IBID Board) with 6<sup>th</sup> grade teacher to access [www.5aday.com](http://www.5aday.com) and 5-a-day Adventures CD-Rom. Ready the SmartBoard for these functions.
- ? Have computer lab set up and ready to access KidPix.

## **Student Preparation:**

- ? Students will have background knowledge of food guide pyramid and benefits of good nutrition, well-balanced diets from previous lessons leading up to this lesson.

- ? Students will have knowledge of basic computer skills, accessing and using KidPix, saving and printing from former computer classes. Children should have knowledge of drawing shapes and lines, using stamps and labeling in KidPix.

### **Activities/Procedures:**

Note: Class to be conducted in 6<sup>th</sup> grade classroom, then continue in computer lab.

- ? Begin with prayer and review of Bible verses regarding our bodies as God's creation and design.
- ? Review the benefits of good nutrition through singing along with music cassette.
- ? Visit [www.5aday.com](http://www.5aday.com) site together as a class using SmartBoard and review benefits of eating a total of at least 5 fruits/vegetables per day.
- ? Access 5-a-day Adventures CD-Rom together as a class on SmartBoard screen. Review the "Food Guide Pyramid" section of this CD-Rom.
- ? Explain the class assignment: Design a food guide pyramid on KidPix in the computer lab, save and print it. The pyramid should be modeled after the accepted Food Guide Pyramid shown on 5-a-day Adventures CD-Rom. Foods depicting the various groups should be "stamped" on the correct sections of the pyramid. The pyramid should be labeled correctly.
- ? Children should move to computer lab and begin their assignments.

### **Assessment/Evaluation:**

- ? Class participation (Reading of Bible, discussion, singing)
- ? Completion of assignment
- ? Rubric below to assess KidPix assignment

## Building a Structure/Drawing : Creating a Food Guide Pyramid

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Teacher Name: **Mrs. Angelo**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Score
Title	There is a title above the pyramid.	There is a title above the pyramid.	The title appears somewhere on the drawing.	No title.	
Labels	Labels of all food groups are in correct positions on the pyramid. Number of servings appears. (100% accurate)	Labels of all food groups are in correct positions on the pyramid. Number of servings appears. (90-99% accurate)	Labels of all food groups are in correct positions on the pyramid. Number of servings appears. (80-89% accurate)	More than 1 food group does not appear on the pyramid or more than 1 label is missing from the food groups and number of servings is omitted.	
Drawing Details	Stamp of at least one food appears in each food group in proper place (100% accuracy)	Stamp of at least one food appears in each food group in proper place (90-99% accuracy)	Stamp is missing from 1 food group and/or incorrect food appears in 1 food group.	Stamps are missing from more than 1 food group and/or incorrect food appears in more than 1 food group.	
Knowledge Gained	When asked about the food pyramid, the student can name each category in the food pyramid and give an example of a food in each with 100% accuracy.	When asked about the food pyramid, the student can name each category in the food pyramid and give an example of a food in each with 90-99% accuracy.	When asked about the food pyramid, the student can name each category in the food pyramid and give an example of a food in each with 80-89% accuracy.	When asked about the food pyramid, the student can name 4 or less of the categories or give an example of a food in each category with less than 80% accuracy.	
Spelling	All words are spelled correctly in the title and labels.	All but 1 or 2 words are spelled correctly in the title and labels.	80% of the words are spelled correctly in the title and labels.	Fewer than 80% of the words are spelled correctly in the title and labels.	

## **Follow-up Activities:**

This follow-up activity will help the children to *apply* the knowledge gained in this lesson/unit to their actual eating habits. They will learn valuable ideas for incorporating good eating habits into their everyday lives. Students will work in cooperative groups to write and/or discuss, then act out a small skit involving true-to-life food choice decisions. They can choose from the following true-to-life ideas from which to base their skits:

- ? Your parents just picked you up from after-care. It's late and your school's musical program is tonight! You have an hour before you are to be back at school for the performance. What could you suggest and help to fix at home for dinner that would be nutritious, fast, and incorporate as much of the food pyramid as possible?
- ? It's lunchtime at school. You and your friend survey your lunches from home. Your friend offers you half of his/her dessert. Your lunch has a fruit in it, but no dessert. What should you do?
- ? After playing outdoors on a sunny day, you go to the refrigerator for a drink. You will choose between a drink with real juice in it and a drink made with 100% juice. Which will you choose and why?
- ? It's time for breakfast and your family is out of fresh fruit. How can you get at least one serving of fruit from your breakfast with no fresh fruit in the house?
- ? Your friend's mom picks you up from school because your mom and dad have to work late. She pulls into a fast-food restaurant for dinner such as McDonald's. What can you order (or not order) that will help to limit foods you should eat only sparingly? Is there an item you could special order by asking to "hold the \_\_\_\_\_" that would help you stay away from fats, oils, sweets? Is there anything nutritious on the menu that you could eat/drink?
- ? You are at the grocery store with your dad. He asks you to pick out a breakfast cereal. You do not want to fall

- into the trap of choosing a cereal that appeals to children but is not nutritious. You know that these types of cereals are often put on lower shelves at eye-level for children. In which shelves will you look and how will you select a nutritious cereal that includes bread and grains but little or no sweets?
- ? You spend the night with your cousin, and his mom fixes pancakes for breakfast. What could you ask to put on your pancakes that would be more nutritious than butter and syrup and appear “lower” on the pyramid than butter and syrup?
  - ? You and your family are at a church potluck. Your mom is helping out with serving the food, and your dad is busy taking an elderly person home. You are allowed to go through the food line by yourself. Your skit should include your decisions on the food you chose that would represent a well-balanced meal according to the food pyramid.

These skits will then be videotaped and presented as a classroom production of mini-skits. Ideas for viewing:

- at a Home and School meeting;
- at a special 3<sup>rd</sup> grade meeting for parents;
- at a school open house;
- share with other classrooms for viewing at their convenience;
- send home with a different child each evening for family viewing at home.

### Video- Preproduction : How to Maintain a Nutritious Diet

Teacher Name: **Mrs. Angelo**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Score
Teamwork	Students meet and discuss regularly. All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.	Students meet and discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	A couple of team meetings are held. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Meetings are not held AND/OR some team members do not contribute a fair share of the work.	
Concept	Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.	Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.	Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.	Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contributions will help them reach the goal.	
Script	Script is complete and it is clear what each actor will say and do. Entries and exits are scripted as are important movements. Script is quite professional.	Script is mostly complete. It is clear what each actor will say and do. Script is shows planning.	Script has a few major flaws. It is not always clear what the actors are to say and do. Script shows an attempt at planning, but seems incomplete.	There is no script. Actors are expected to invent what they say and do as they go along.	
Dramatization	Students speak clearly and audibly. Actions coordinate well with the script.	Students speak clearly and audibly most of the time. Actions coordinate reasonably well with the script.	Students are seldom heard and understood. Actions seldom contribute to the script.	Students are not able to be heard and/or speak unclearly. Actions do not coordinate with the script.	

Another follow-up activity would be to visit a local grocery store that conducts official Dole 5-a-day tours of the store. (See [www.5aday.com](http://www.5aday.com) for further information).