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HE3300

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Food Group Placemats

Healthy Eating

3rd Grade

NHES 5. Students will demonstrate the ability to use decision-making skills to enhance health.

Performance Indicator 5. Choose a healthy option when making a decision. (pg 431)

HBO 2. Eat a variety of foods within each food group every day.

HE1.5.1 Name the food groups and a variety of nutritious food choices for each group. (pg169)

Impact

Students will be able to identify food groups. Students will demonstrate the ability to choose foods from each food group that are nutritious. Students will explain why they feel it is important to eat a variety of foods every day (positives of doing so vs negatives of not). These three abilities have an impact on healthy eating choices throughout life. Students will share their project with class which builds confidence and relationships.

Overview

In this lesson students will make a collage of their favorite foods, with a minimum of one nutritious food choice from each food group (Fruits, Vegetables, Grains, Protein, and Dairy). They will cut out pictures of foods and glue them onto a piece of construction paper. They will share what foods they chose, tell the food group each food belongs to and why they chose each food. Their projects will be laminated so that they can be used as a placemat, or decorative reminder of healthy options at the table.

Objectives

Students will identify all 5 food groups verbally by name - Fruits, Vegetables, Grains, Protein, and Dairy.

Students will demonstrate the ability to make healthy food choices by visually displaying choices they have or will make with a minimum of one representative from each food group.

Students will explain why they believe it is important to eat from each food group every day by stating a minimum one factual positive outcome from eating healthy or negative consequence of not eating healthy.

Materials

Construction paper one per child *required*.

A stack of magazines and grocery store ads. Students will share but it is recommended to have at least one per child. Be sure all magazine or ad have pictures of foods prepared or unprepared and are otherwise appropriate to be viewed by 3rd graders.

Scissors one per child recommended.

Glue Sticks one per child recommended.

Laminator

Beforehand

Be aware of any food allergies that may require a student to neglect a food group ex. dairy. Be aware of any spiritual or lifestyle factors that may require special attention in food choices ex vegetarians and proteins. Knowing if these will arise during class can help you be prepared with examples and substitutions that maybe recommended to a student feeling confused or left out. Decide how you want seating, circles are grouping desks are inclusive, arrange desks and materials as needed. Be sure laminator stored and used safely as it can be hot.

This activity requires prior knowledge of what the food groups are, as such this should not be the very first lesson on food groups for the class.

Activity

Explain we are making a fun craft that we can eat off of to remind us to make healthy food choices. Explain how to make this craft, cut paste and safety. Explain what the objectives and expectations are in regards to what is on craft and said in presentation.

Pass out materials.

Make the craft. Engage with each student and encourage students to engage with each other. Sharing magazines and ideas. Encourage raw, prepared and unprepared foods on the crafts. Discussing the food groups, and key nutrients together can be refreshing and affirming for students. Each craft should be a personal effort but encourage open communication.

Once everyone is done have each student stand up and present their placemat. The presentation should include naming each food group and their top choice from each group as well as sharing at least one positive outcome or negative consequence to eating from each food group.

Once presentations are done laminate each craft for the students to take home letting them know that their placemat can be wiped off and reused once laminated! This step can be done on a separate day to conserve time.

Rubric

Made a craft with example(s) from	5 food groups 5 points	4 food groups 4 points	3 food groups 3 points	2 food groups 2 points	1 food group 1 point	0 food groups 0 points
Verbally presented examples of	5 food groups 5 points	4 food groups 4 points	3 food groups 3 points	2 food groups 2 points	1 food group 1 point	0 food groups 0 points
Gave + outcome from eating from all food groups daily or - consequence to not eating from all food groups	Thorough and factual explanation 5 points	Basic factual explanation 4 points	Stated fact with little explanation 3 points	Opinion thoroughly explained but not based in fact 2 points	Opinion not based in fact stated and not explained 1 point	No explanation 0 points

Total ____ / 15 points