

Educator Guide First Grade

Nutrition Lesson Plan

HealthyEating.org

Let's Eat
Healthy 

Getting Started

You have a unique opportunity as an educator to influence the health and lives of children in a positive way. **Let's Eat Healthy** is designed to assist you in nurturing healthy eating habits in your students. In this program, you will find 5 engaging, flexible, and fun lessons to help students build the skills and knowledge to make healthy food choices.


Upon completion of each lesson, students will be able to:

- **Team Food Groups:** Name the food groups and classify foods within them. Understand that foods work together to give their bodies energy and help them grow.
- **Better With Breakfast:** Explain the importance of eating breakfast every day. Understand that a balanced breakfast includes foods from at least 3 different food groups.
- **The Journey of Food:** Understand that food grows in an orchard, garden, or farm. Identify how food goes from the farm to them.
- **Super Snacks!:** Recognize that snacks are important to help their bodies. Identify 1 small change they can make to snack smarter.
- **Healthy Beverages:** Understand that beverage choices are as important as food choices. Identify which beverages help them learn, play, and grow.

STANDARDS

This program is aligned to the Common Core State Standards for English Language Arts & Literacy, as well as relevant health and physical education standards. Standards are listed for each activity in the educator guide. In addition, the activities cultivate critical 21st century skills such as problem-solving, reasoning, and critical thinking.

SOCIAL AND EMOTIONAL LEARNING

Principles of Social and Emotional Learning (SEL) have also been embedded into the lesson activities and are identified by the  icon in the educator guide. “SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (casel.org) Specifically, the program aims to nurture:

- Social awareness: Understanding and empathizing with the perspectives of others.
- Relationship skills: Communication, cooperation, resolving conflict constructively, offering help.
- Responsible decision-making: Making positive choices about personal behavior and social interactions.

Food is a shared commonality and necessity of life. As such, it lends itself to learning and to building connections and relationships with others. SEL occurs organically through a shared journey of investigating the origin of food and understanding the concepts of nutrition.

As an example, pair-share is an ideal tool to implement and practice relationship skills and social awareness; having 1 member of a pair describe a situation to their partner and having the partner repeat what they heard also builds effective reflective listening skills. Food tastings are another excellent activity that has been integrated into the program. Such sessions expose children to a wide variety of foods, some of which will be new to them. Tips for conducting tastings in a way that fosters positive, respectful conversations with students can be found at [HealthyEating.org/FoodTasting](https://www.healthyeating.org/foodtasting).

PACING AND SEQUENCING

Each lesson outlines 2 to 3 activities that can be implemented in a single class session or, preferably, spread out over multiple class sessions. Each activity is designed to be taught in 15 to 45 minutes. The program is designed to be taught in sequential order, but each lesson stands on its own, so you can pick the topics most relevant to your students' needs and interests.

LESSON PLAN

Each lesson plan outlines an **Essential Question**, **Learning Objectives**, and **Vocabulary**. **Fast Facts** are provided to help with nutrition content. **Brain Breaks**, included with each lesson, are short physical activities that can be used before, during, or after the activities. **Activities** are outlined to give an overview and suggested instructional sequence. At the end of the 5 lessons, you can extend learning with the **Going Deeper** section, which includes reading suggestions, cafeteria connections, and project-based learning.

FAMILY CONNECTIONS

To reinforce student learning and introduce families to the nutrition concepts, several resources are available at [HealthyEating.org/1stGrade](https://www.healthyeating.org/1stGrade) and in the student workbook. These include a **note to families** in the front of the workbook, a **Family Connection** at end of each lesson, and **messages** you can share through regular email correspondence to families (online only). In addition, every lesson reminds and encourages students to share what they learned when they go home.

ASSESSMENTS

Student Pre- and Post-Assessments are available at [HealthyEating.org/LearningAssessments](https://www.healthyeating.org/LearningAssessments) and are designed to measure the knowledge gains as a result of teaching all 5 lessons.

The student workbook is designed to serve as a mini-portfolio of students' work that can be used as a record of their achievement and shared with families at the end of the program.

PRINT PROGRAM MATERIALS

(available free of charge within California)

Keep and reuse the educator guide, poster, and food pictures each year. Student workbooks are available to reorder every year in English and Spanish. Note: These materials are not automatically renewed.

ONLINE RESOURCES

Resources and quick links that support implementation of this program are housed at HealthyEating.org/1stGrade.

- Educator Guide and Student Workbook in digital format
- Nutrition Primer and teacher videos to guide educators
- Videos to support instruction in the classroom and at home
- Online activities and games for use on tablets or computers
- Family Connection to bridge learning at home

HOW TO ORDER ADDITIONAL RESOURCES (FREE IN CALIFORNIA)

- 1 Visit HealthyEating.org
- 2 Call Dairy Council of California:
 - California Residents: 877-324-7901
 - Non-California Residents: 866-572-1359
- 3 Email, mail, or fax the completed order card sent to educators in California



Overview

Essential Question

How do your food choices make a difference in your health?

Learning Objectives

- Recognize nutritious food choices as an intentional habit to promote good health.
- Name the food groups and classify foods within them.
- Understand that foods work together to give bodies energy and help kids grow strong.

Online Resources

[HealthyEating.org/1stGrade](https://www.healthyeating.org/1stGrade)

Fast Facts

- Teaching children how various foods affect their bodies, both physically and mentally, can be a building block for future health. The food grouping system is a tool to teach basic principles of healthy eating.
- USDA's MyPlate icon is a visual symbol of the Dietary Guidelines for Americans to help remind people to build healthy eating patterns across all food groups. Foods that have similar nutrients are grouped together.



- The food groups are associated with specific colors, engaging characters,* and specific health benefits.

Dairy: Mary Dairy—Strong bones and teeth

Vegetables: Reggie Veggies—Healthy skin and eyes

Fruits: Farrah Fruit—Healing

Grains: Jane Grain—Energy

Protein: Dean Protein—Strong muscles

*Adapted characters from U.S. Department of Agriculture



Team Food Groups

Fast Facts

Continued

- To simplify the idea of nutrients, this lesson focuses on 1 function for each food group.
- Everything children and adults eat and drink matters—foods from all food groups are needed to form the foundation of healthy eating patterns.
- Healthy eating habits are built on a pattern of daily food and beverage choices. Awareness of healthy eating helps students make positive food and activity choices daily. Habits support the short- and long-term health, well-being, and success of children and families.
- The practice of being mindful, present, and focused when choosing and eating food is a foundation for healthy eating habits and a positive relationship with food.
- For more resources on the food groups, visit [MyPlate.gov](https://www.MyPlate.gov) or Dairy Council of California's Nutrition Primer at [HealthyEating.org/Primer](https://www.HealthyEating.org/Primer).

Vocabulary

Healthy habit – a daily practice that helps the body and mind

Sense – how something is experienced through the eyes, ears, nose, mouth, and hands

Classify – grouping items or foods together that are similar or share a certain quality

Brain Break

Activity: 5-Minute Boot Camp

Students stand at arm's length apart. Demonstrate 3 full-body exercises that will be part of the routine, for example jumping jacks, running in place, and a squat sit. Encourage students to try each exercise and give them positive feedback. As a class, perform each exercise for 20 seconds, with a 10-second break in between. After the rotation of 3 exercises, take a break of 1 to 2 minutes. Encourage students to walk around or stretch—no sitting down!

During the break, remind students that being physically active each day helps them to learn and concentrate better. Do the rotation 3 times.



Activity 1: Mindful Eating Practice

CA CCSS FOR ELA/LITERACY SL.1.2, HEALTH 1.1.3.G

Introduction

Through a mindful eating activity, students practice slowing down and paying attention. Mindful eating allows children to become familiar with the healthy habit of recognizing and responding to hunger and fullness cues. Students relate the food back to the food groups and understand how food helps their bodies.

Teacher Suggestion

The steps to mindful eating activity can be done on its own or combined with Activity 2, in which students taste foods.

Materials Needed

- Mandarin oranges (preferably easy peel) or use any food or meal for this activity
- Timer (cell phone or watch)
- Student workbook pg. 5 (for reference) or **Food Groups** poster

Activity Summary

- Using oranges or a sample food of choice, teacher models steps to mindful eating with class. Students explore food with their **sense** of smell, sight, touch, taste, and hearing. They then classify the food into the food groups and learn how that food helps their bodies.

Instructional Sequence

Hold sample food and/or distribute samples to each child.

Say:

- (Smell) Close your eyes to smell the food. Deep breath in, deep breath out. Think, what does the food smell like? (Elaborate with your own reaction.) Does the smell make you feel hungry? Healthy? Do you think of a special time that you had this food?
- (Sight) Open your eyes and pick up the food item. What does it look like? What color is it?
- (Touch) How does it feel? Think about all the adjectives we have learned. Does it feel soft or hard? Heavy or light? (Share description.) What other words could describe how touching the food makes you feel?
- (Taste) Now take 1 little taste. Just a tiny taste with the tip of your tongue. Think about how it feels in your mouth; how it tastes. Think to yourself, does this taste remind you of anything? (Share your thoughts.)
- (Sound) Are there any senses we don't use when tasting food? (Students may say they do not use the sense of sound. Ask: How about the crunch of an apple you hear in your head? Sounds are associated with foods, too.)

Say: When we slow down, we allow our brains and bodies to pay attention to what we are doing.



Team Food Groups

Instructional Sequence

Continued

Encourage students to practice these steps at home with their families.

Ask students to turn to pg. 5 of their workbooks or look at the poster.

Ask: In which food group does this food belong? How does it help your body?

Teacher Suggestion

Watch the video at jr.brainpop.com/health/bodies/senses on senses before or after the activity to give students a better understanding of their senses and how they are used every day.

Activity 2: Discover New Foods Using All of Your Senses

CA CCSS FOR ELA/LITERACY W.1.7, W.1.8, SL.1.1

Introduction

Observing and tasting a variety of foods by using their 5 senses, students will understand that there are different ways to **classify** foods. The lesson will culminate with students reflecting on how daily nutritious food choices can become **healthy habits** to aid in the growth and development of their bodies. *Before taste testing in class, confirm students with food allergies and ensure the foods brought into class do not put any students at risk of an allergic reaction.*

Materials Needed

- **Food Groups** poster and/or pg. 5 in student workbook (for reference)
- Student workbook pg. 6: **Discover New Foods Using All of Your Senses**
- 5 food samples (1 sample from each food group per child). Examples:
 - Dairy:** plain yogurt, kefir (yogurt drink), or cottage cheese (in small cups)
 - Vegetables in season:** sliced green, red, yellow, or orange peppers; cucumber slices; sugar snap peas; or baby carrots
 - Fruits in season:** kiwi, blueberries, or mango
 - Grains:** loaf of whole-grain bread cut in chunks or whole-grain crackers
 - Protein:** deli meat, hummus, or sunflower seeds
- A list of the foods being tasted and food description words for students to reference (optional)

Teacher Suggestion

Consider using school and community resources to obtain food samples. Build a relationship with your school or district foodservice team: Ask if they can provide a field trip for this taste test activity or provide the foods at low cost. Request food donations from your local grocery store or local farm. *Ask parent volunteers to help with this activity!*



Team Food Groups

Activity Summary

Students taste and describe foods from each food group. Depending on available help in the classroom, you can set up this activity for individuals or pairs of students at their desks or at 5 different food tasting stations. (Invite parents or teacher aide to help.) Note: using the steps to mindful eating in Activity 1 can complement the food tasting.

Instructional Sequence

Before this activity, have students wash their hands with soap and water.

Show students the **Food Groups** poster or pg. 5 in their workbooks.

Explain that every food group is full of a variety of foods that help them learn, play, and grow. Review the names of the food groups.

Steps for the food tasting:

- **Tell** students that they will use all of their senses to taste foods from the food groups today. They will follow steps to explore the foods: Close eyes, smell, look, feel, taste, and listen. **Display** the steps, the foods being tasted, and possible adjectives to describe the foods so the class can reference them during the activity.
- **Show** students the foods they will be tasting.
- **Guide** students to fill in the names of the foods on pg. 6.
- **Instruct** them to fill in the columns as they sample each food.
- **Tell** students that they should spend time sampling each food, going slowly to be mindful of what they are experiencing and to appreciate the food.
- **Encourage** students to refrain from vocalizing negative thoughts aloud. Remind them that everyone has unique tastes and not everyone will like the same foods. Help them focus on the positive aspects of the food.
- **Tell** students that their tastes will change as they get older. They may like a food later that they don't like now.
- **Guide** students to taste each of the food samples.

Remind students that they sampled food from different food groups today. Food groups are a way for them to remember which foods help their bodies and minds grow and be healthy.

Give students time to fill in the food-group name (or first letter of the food group) in the last column on pg. 6. *Alternatively, with crayons or markers (blue, green, red, orange, purple) they can circle the name of the food with the corresponding color of the food group in which it belongs.*



Team Food Groups

Instructional Sequence

Continued



Ask students to think then pair-share or journal about how they can grow **healthy habits** with their food choices. (Examples: try new foods from the food groups, try to eat from all the food groups daily, talk to their families about what they learn about food.)



Activity 3: Find My Food Group Game

CA CCSS FOR ELA/LITERACY SL.1.3

Outside activity

Introduction

Students meet the food-group characters and learn how each food group helps their bodies. Students become familiar with the idea of **healthy habits** and 5 food groups as they work together to **classify** foods into the correct groups.

Materials Needed

- Poster papers (5) in food-group colors (blue, green, red, orange, and purple) or white poster papers (5), each labeled with a food-group name/color
- Box of food picture cards (included in teaching materials) or printed from [HealthyEating.org/FoodPictures](https://www.healthyeating.org/foodpictures)
- Painters tape (or magnets if using whiteboard) to attach food pictures to poster
- Student workbook pg. 5 and/or **Food Groups** poster (for reference only)
- Food-group characters (display poster or project/reference the workbook pg. 5)
- Character sentence bubbles (project/write on board or poster paper):
 - Mary Dairy:** “Dairy foods build strong bones and teeth!”
 - Reggie Veggie:** “Vegetables give you healthy skin and eyes!”
 - Farah Fruit:** “Fruits protect your body and heal you when you are sick!”
 - Jane Grain:** “Whole grains give you energy to move and grow.”
 - Dean Protein:** “Protein helps your muscles and body grow!”

Activity Summary

Using food pictures, students guess what food cards they have and classify foods by placing them on the correct food-group poster as a collaborative group. Alternatively, this activity can be teacher-led with you pulling a card and asking the class to work together to guess and classify the food.



Team Food Groups

Game Overview

Distribute 1 food-group card, picture-side down, to each student. Without looking at their card, students hold the card (food facing out) on their forehead and walk around asking questions of other players to find out what their food is. The student with the card can ask any question, but students answering must not say the name of the food on the card. Students hold food cards to their forehead and get clues from other students to guess their food. Then they attach their cards to the appropriate food-group poster. The game continues until all the food cards are classified correctly.

Instructional Sequence

Review student workbook pg. 5 (and/or **Food Groups** poster) with the class and discuss the different food groups and the foods in the groups. Introduce the food-group characters.

Explain to students that the word **classify** means to organize things together when they share a quality or are similar. The foods that are in 1 group help their bodies in a similar way.

Introduce the **Find My Food Group** game.

Say: Today you will be putting foods into different food groups.

Show the 5 posters for the food groups. Remind the students of some of the types of foods in each food group as you point to the posters.

Read and display the sentence bubbles for each character on their poster:

Mary Dairy: “Dairy foods build strong bones and teeth!”

Reggie Veggie: “Vegetables give you healthy skin and eyes!”

Farrah Fruit: “Fruits protect your body and heal you when you are sick!”

Jane Grain: “Whole grains give you energy to move and grow.”

Dean Protein: “Protein helps your muscles and body grow!”

Model the following game instruction with a student volunteer before starting the game.

- Place all food cards in a stack with the picture-side facing down. Have each student pick a food card from the pile, keeping the picture face down; students do not look at the card they select.
- Have students hold the card on their forehead facing out.
- Students walk around and ask others questions about what the food picture might be. (Examples: Do I eat this at breakfast? Does this food make my bones strong? Will this food give me energy?)



Team Food Groups

Instructional Sequence

Continued

- When students think they know the answer, they say to someone in the game: “I think my food is _____ because _____ (give reason for guess).” If they are wrong, they take the card back to the pile and get a new card. Another student will pick up the card. If they are right, they tape their card to the appropriate food-group poster.
- Students keep picking cards and asking questions until all the food cards are gone.

Circulate and prompt questions if needed. If anyone is stuck, encourage them to make a guess and then pick up a new card.

At the end of the game, review posters as a class.

Wrap up the activity by telling the class that making healthy food choices is a healthy habit. Celebrate the collaborative effort to classify all the food pictures!

Teacher Suggestion

If time permits, circle back to the essential question: How do your food choices make a difference in your health? Check knowledge and reinforce the benefit of healthy foods to their minds and bodies.

Family Connection—Building MyPlate

CA CCSS FOR ELA/LITERACY W.1.8

Guide students to tear out the Family Connection for Lesson 1 from the back of their workbooks to take home and share with families.

Find short tips at [HealthyEating.org/1stGrade](https://www.HealthyEating.org/1stGrade) to send to families through your regular communication channels.



Overview

Essential Question

What food can you choose to make a healthy breakfast?

Learning Objectives

- Explain the importance of eating breakfast every day.
- Understand that a balanced breakfast includes foods from at least 3 food groups.
- Describe why someone likes certain foods using all their senses.

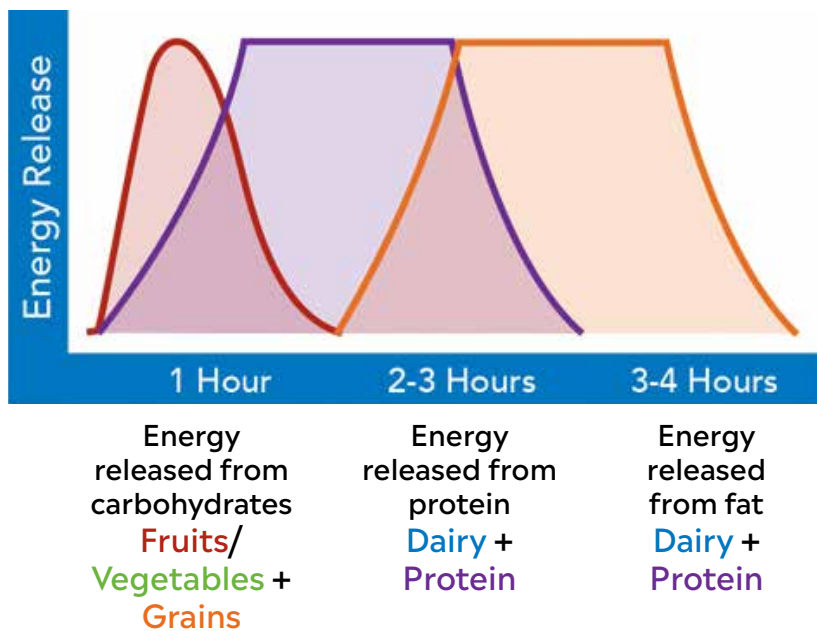
Online Resources

HealthyEating.org/1stGrade

Fast Facts

- Skipping breakfast is associated with decreased cognitive performance; lower diet quality; and low intakes of fiber, folate, iron, and calcium.
- Breakfast is especially important for children to fulfill their daily energy and nutrient needs. Whether or not they eat breakfast and what they eat for breakfast matter.
- Choosing breakfast foods that are rich in whole grains, fiber, and protein while low in added sugar may boost kids’ attention spans, concentration, and memory—which they need to learn in school.

(Source: KidsHealth.org bit.ly/2TojAbE)



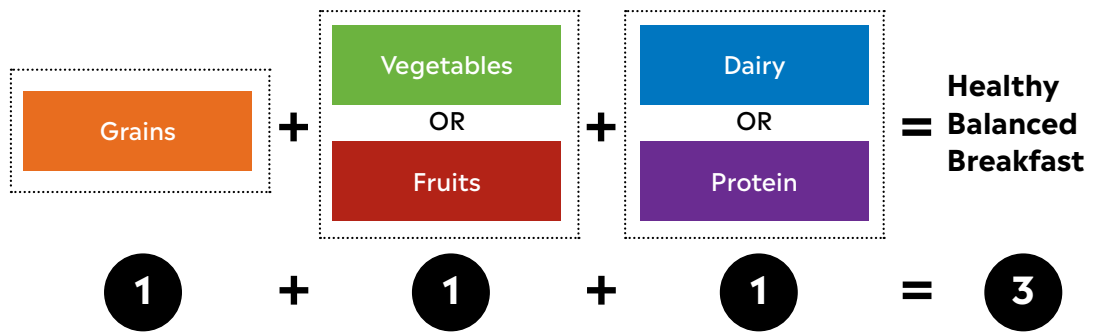


Better With Breakfast!

Fast Facts

Continued

- This lesson uses a “3 out of 5” breakfast model to explain balance*. This model is ideal for sustained energy and attention. If you need to modify this, build a foundation to this concept by teaching any “3 out of 5,” where children can learn the concept of combining foods.



- Encouraging students to make a plan to eat breakfast (whether at home or through a school meal program) is 1 of the most important steps you can take to improve your students’ health, classroom attention, attendance, and achievement.
- Consider connecting families to school meals as an option for those students who otherwise go without breakfast due to busy schedules or inability to provide balanced meals. Access the helpful MyPlate Guide to School Breakfast at bit.ly/MyPlateBreakfast.
- For more information, visit HealthyEating.org/Primer.

*"3 out of 5" breakfast model aligns with the guidelines for California’s School Breakfast Program meal pattern.

Vocabulary

Balanced meal - a variety of foods from different food groups; eating a balanced meal helps you learn, play, and grow.

Energy - the power or ability to be active; foods (like fuel) are changed into energy to power the body

Brain Break Activity

Five minutes of active play promotes healthy movement during the day. Moderate to vigorous activity also aids in student learning and focus in class. Choose from a selection of free group physical activities to use before, during, or after the lesson from Playworks at bit.ly/2RgKj86.

Take students outside for a sustained 5-minute activity. After activity, stand in a circle and ask students to think about the following questions. Ask volunteers to answer aloud.



Brain Break Activity

Continued

- Were you able to run, play, or move for the entire 5 minutes?
- Did you feel out of breath or tired?
- Do you have more energy now or less?
- Do you feel awake and ready to learn in class? If yes, then let us go!

Take students back into class. Tell students to write “My energy in the morning!” on their index card or in their journal.

Write the following questions on the board. Ask for students to raise their hand and answer the questions. Have students write a complete sentence and answer for the last prompt.

- How do I wake up in the morning?
 - Someone in my family wakes me.
 - An alarm wakes me.
 - I wake myself.
- After running around during our Brain Break:
 - I feel tired.
 - I have more energy.
- For breakfast this morning, I ate ... (list all foods and drinks).

Activity 1: Cooking Crews for Breakfast Ideas!

CA CCSS FOR ELA/LITERACY W.1.8, SL.1.1, HEALTH 1.1.3.G

Introduction

Breakfast is especially important for children because it helps them meet their daily **energy** and nutrient needs. With a helpful tip, the “3 out of the 5” breakfast model, students learn what a balanced breakfast looks like.

Materials Needed

- Student workbook pg. 7: **Cooking Crews for Breakfast Ideas!**
- Box of food picture cards (included in teaching materials) or printed pictures from [HealthyEating.org/FoodPictures](https://www.healthyeating.org/foodpictures)
- Crayons, markers, or colored pencils (choice to draw pictures or write food names in this activity)

Activity Summary

Students work in small groups to create 3 breakfasts that fit the “3 out of 5” model. They share their creations and explain why breakfast is important every day. Note: groups can create and share 1 or 2 breakfasts to shorten this activity.



Better With Breakfast!

Instructional Sequence

Introduce the idea that breakfast is a healthy habit to strive for every day and *what* they eat in the morning matters. Choosing healthy breakfast foods gives them energy to help them learn, play, and grow.

Remind them of the 5 food groups by referring to the posters from Lesson 1, Activity 3, and/or workbook pg. 5.

Say: We can use the “3 out of 5” tip to remember what a healthy breakfast looks like (show them the graphic on workbook pg. 7).

Tell students that choosing a breakfast with at least 3 food groups is a healthy choice and can help them learn in school.

Using the food cards, assemble and display food pictures that demonstrate 2 different breakfasts using the “3 out of 5” breakfast model. (You can use your own breakfast as an example.)

Tell students that they will explore the “3 out of 5” breakfast and work as a team to create breakfast menus.

Assemble students into groups of 3 to 5. Students take their workbooks with them into their groups.

Ask students to work with their groups to create 3 breakfasts that are “3 out of 5” meals. Groups can draw or write the meals on workbook pg. 7.

Tell groups to use creativity to name their breakfasts. Encourage team members to listen and respect what each member suggests.

Introduce the idea of mixed foods—foods that contain more than 1 food group.

Invite students to share their balanced breakfasts with the class or display them. When groups share, encourage them to explain why it is important to eat breakfast every day.



Activity 2: Find Your Breakfast Friends!

CA CCSS FOR ELA/LITERACY W.1.8, SL.1.1

Introduction

Students build relevance to a healthy breakfast by first discussing which foods they like to eat in the morning and why. Then they classify food into a group. Students play a game with their friends to combine foods into a “3 out of 5” breakfast.



Better With Breakfast!

Materials Needed

- Construction paper squares (approx. 3" x 5") in an equal number of blue, green, red, orange, and purple (enough for each student to have 1 square)
- Box of food picture cards (optional)
- Pencils, crayons, or markers

Activity Summary

Students discuss and classify breakfast foods, then play a game. Walking around to each other, they match their food cards to build a healthy breakfast following the “3 out of 5” model.

Instructional Sequence

Ask students to think about foods they like to eat for breakfast and why they like those foods.

Ask them to pick 1 food. Write or think about what food group it belongs in. Pair-share the food they like to eat, what they like about it, and the food group.

Explain to students that they are going to play a game about the “3 out of 5” breakfast model (reference the model on workbook pg. 8).

Instruct students to:

- Take a paper square from the pile (or hand out a square to each student).
- Write the name of the food group that corresponds with the color.
- On the other side, write or draw a picture of a breakfast food that would fit in that food group. Encourage students to use food choices they think may be healthy or that they would like to try.

Alternatively, students can use food picture cards for this activity and skip the paper squares.

- When finished, stand and hide your paper behind your back until everyone is ready.
- Walk around the room and find students with 2 other food groups to make a “3 out of 5” breakfast.

Guide students to help everyone match up with 2 other students. If there are odd numbers, groups can include 4 foods or they can put together a mixed food. (Remind students the model is just a tip!)

Invite them to share the group breakfast with the class.

Ask: Are these groups a balanced breakfast? Would you eat this breakfast? Do any combinations surprise you?

If time permits, circle back to the essential question. Ask students to answer and explain: What food can you choose to make a healthy breakfast? And why is it healthy?



Activity 3: Best Breakfast Ever!

CA CCSS FOR ELA/LITERACY W.1.8, SL.1.4

Introduction

Students recognize that eating food can be enjoyable, social, and memorable. Through the journal topic *Best breakfast ever! Where were you? Who made it?*, students use their senses to describe the details of their favorite breakfast and how they feel when they eat it.

Materials Needed

- Student workbook pg. 8: **Best Breakfast Ever!**

Activity Summary

Students individually reflect on the best breakfast they have ever had. By analyzing what it was composed of, who made it, who they were eating with, and where they were, students learn that eating is an occasion that is about more than just the food.

Instructional Sequence

Tell students to turn to pg. 8 in their student workbook.

Ask the students to put a finger on the words, “Best Breakfast Ever.”

Instruct students to draw or write the names of foods from that breakfast.

Ask students to think about and answer the following questions:

- Where were you when you ate that breakfast?
- Who made that breakfast?
- Who were you with?
- What do you feel when you think of that breakfast?

Guide students to finish the sentence at the bottom of pg. 8 in the workbook.

Encourage students to share their sentences with the class.

Teacher Suggestion

Extend the lesson by asking students to interview a family member about their best breakfast ever. Have students take notes with the help of a family member and share their findings with the class.



Family Connection—My Favorite Breakfast

CA CCSS FOR ELA/LITERACY W.1.8, SL.1.3

Guide students to tear out the Family Connection for Lesson 2 from the back of their workbooks to take home and share with families.

Find short tips at [HealthyEating.org/1stGrade](https://www.healthyeating.org/1stGrade) to send to families through your regular communication channels.



Overview

Essential Question

How does food get from the farm to you?

Learning Objectives

- Understand that food grows on an orchard, garden, or farm.
- Identify how food goes from farm to table.

Fast Facts

- People access food from many sources: farms, community and home gardens, farmers markets, produce stands, grocery stores, and school cafeterias (just to name a few).
- California is the leading agricultural state in the nation, producing more than 400 commodities at farms in all 58 counties across the state. California produces 50% of US-grown fruits, vegetables, and nuts, plus nearly 20% of the nation's supply of milk.
- A list of the top 3 commodities by county is available in the student workbook and at [LearnAboutAg.org/resources/learn/map.pdf](https://www.learnaboutag.org/resources/learn/map.pdf).
- The food system includes all the steps from farm to table: producing, handling, storing, transporting, purchasing, and preparing food.
- Farm to School programs throughout California connect farms with classrooms. These programs can include farm field trips, nutrition education in the garden, and farm-fresh salad bars. Farm to School integrates local agriculture and nutrition into all facets of the school, including the classroom, school gardens, the cafeteria, and the broader community.

(Source: Community Alliance With Family Farmers at caff.org/farm-to-cafeteria)

Teacher Suggestion

Mobile Dairy Classroom is a Farm to School experience. View virtual field trips or see if the assembly is available in your area at [HealthyEating.org/MDC](https://www.healthyeating.org/MDC).

Vocabulary

Farm - place where people grow food and raise animals

Garden - land used to grow plants, flowers, and other crops, usually at someone's home or community

Orchard - land with trees that grow fruits or nuts

Crops - large amount of plants that are grown as food on a farm



The Journey of Food

Brain Break Activity: Rainstorm

Have a rainstorm in your classroom. Have students follow your lead. Begin by having students very lightly rub their hands together, then lightly snap their fingers, then slap their thighs and stomp their feet. (The rainstorm is at its peak!) Then students stop stomping their feet, just slap their thighs, return to lightly snapping their fingers, rubbing their hands, and then stop. Do each action for 20 seconds. You can make the connection for students that rain waters plants and crops on farms.

(Source: Fuel Up to Play 60 In-Class Physical Activity Breaks at bit.ly/classbreaks)

Activity 1: Farm to You

CA CCSS FOR ELA/LITERACY RI.1.1, RI.1.10, W.1.8, SL.1.1

Introduction

Using a reading passage, Mary Dairy takes students through a tour of the dairy farm to introduce the idea of dairy farming and explain where milk comes from. With an option to read 5 total stories over the week or several weeks, each character has a story to help students explore the journey of food in each food group.

Materials Needed

- Student workbook pgs. 9–14: **Food Character Stories**

Activity Summary

Visiting a farm with Mary Dairy, students learn that cows produce milk and cows live on a farm. They understand that milk comes from a farm and can be turned into other dairy foods. You will read while students follow in their workbook, and then students answer questions in their workbook.

Instructional Sequence

Tell students to open their student workbook to pg. 10.

Ask: Where is this story taking place? What do you think will happen?

Say: Read along as I read aloud. (Read the story.)

Tell students to listen to the questions as you read them aloud and then answer on the lines below.

Compare answers when all have finished writing.

Ask: Can you think of more dairy foods not mentioned in the story?

Tell students to turn to pg. 9 to follow along in the journey of milk from farm to them, while you read through the steps in the process.

Ask: How many dairy foods can you name from your school cafeteria menu or that you've seen in your home?



The Journey of Food

Instructional Sequence

Continued

Read the other food character stories in the student workbook on pgs. 11-14 over the course of a week (1 a day) or weekly to discover where more foods come from. Complete the questions under the stories after they're read and discussed.



Activity 2: Relay Race From Farm to You

CA CCSS FOR ELA/LITERACY SL.1.1

Introduction

Students learn that food travels from the **farm, orchard, or garden** to them. Many jobs and people such as farmers are involved in this food journey.

Materials Needed

- Student workbook pgs. 15-16: **Relay Race From Farm to You**
- Job clues (print from educator guide on pg. 23 or call out clues to the class)
- Box of food picture cards (included in teaching materials or at HealthyEating.org/FoodPictures)
- Basket or bowl (1 for each team)

Activity Summary

Carrying a food picture card, students work in teams to put the jobs in order from farm to you. Students decide what job comes next and send a runner to retrieve the correct clue (see pg. 23 for job clues, which are in the correct sequence down column 1 and then column 2.) Use the relay race as a whole class or small group activity.

Teacher suggestion

Practice 1 sequence as a whole class first, then try teams. Run again with all teams. (The more the race is run, the greater the chance of remembering the sequence of jobs.)

Instructional Sequence

Review pictures and job titles (on pgs. 15 and 16 in student workbook) with students to enable them to become familiar with food system jobs.

Group students by table or proceed as a whole class activity.

Make 2 copies of pg. 23 of the educator guide for each team. Cut 1 sheet into strips and place them in a basket or bowl for each team. Give the second sheet to each team to study when choosing the order of the job clues. If doing the activity as a group, display the job clues for the whole class.

Introduce how food gets transported. **Say:** We will be having a race to deliver food from a farm to your table.

Explain: There are clues and pictures of the jobs involved in this journey. Food travels in a specific order. Your team will carry a food picture back and forth through the relay, bringing back each job clue in the order your food needs to travel.



The Journey of Food

Instructional Sequence

Continued

Distribute 1 food picture to each team (represent all food groups in your selections). Teams “transport” their food card through the food system.

Relay directions: Each team starts on 1 side of the classroom (if walking) or at a designated outside play area (if running). One team member races with the team’s food picture card to the other end of the designated area and selects the correct step in the food system process. They return with the job clue and food picture card. The next runner takes the food picture card and races to the designated area to select the next step in the food system and races back to the team. This continues until the food has traveled along all steps in the system (from 1 end of the relay to the other).

Review the correct order and discuss the roles and steps involved in the food system.

Job clues with answers (for educator’s reference):

1. I work on a farm growing the crops. (Farmer)
2. I pick the fruit in the orchards or the crops in the fields. (Harvester)
3. I load up the foods and drive them away from the farm. (Truck Driver)
4. I put the food on the grocery store shelves. (Grocery Store Clerk)
5. I weigh food, scan prices, bag the food, and collect money. (Grocery Store Cashier)
6. I choose what food to buy for my family, buy it, load it in the car, and drive it home. (Food Buyer)
7. We plan and cook meals for our family. (Family Cook)
8. I help with meals, set the table, help with cleanup, and eat the food! (Me)

After the race, use the following questions for whole-class discussion.

Ask: Are you surprised at the number of people involved in getting our food from a farm to our table? It takes a lot of time, energy, and resources for a carrot, banana, or milk carton to get to us. What ways can we take better care of the food we get for lunch? (Examples: take time to eat our meals, save our food for another time, make sure we pick up after ourselves and throw all of our trash away, remember to tell our families or cafeteria workers what we like and thank them for making it!)

Ask for ideas on how they can appreciate the food system and educate their friends and family to do the same.



The Journey of Food

Job Clues for Farm to You Relay Race

Print 2 copies of this page for each team, 1 to use as a guide and 1 to cut into clues for the relay. Or use this sheet to call out clues if doing activity as a whole class.



I work on a farm growing the crops.



I weigh food, scan prices, bag the food, and collect the money.



I pick the fruit in the orchards or the crops in the fields.



I choose what food to buy for my family, buy it, load it in the car, and drive it home.



I load up the foods and drive them away from the farm.



We plan and cook meals for our family.



I put the food on the grocery store shelves.



I help with meals, set the table, help with cleanup, and eat the food!



Activity 3: Food Preparation Practice

CA CCSS FOR ELA/LITERACY RI.1.5, RI.1.10, SL.1.1, HEALTH 1.7.2.P

Introduction

Teaching children about food and food preparation gives them tools for the future. Learning how to prepare food instills confidence, expands palates, enables independence, and can help children with math skills!

(Source: Top 10 Reasons to Teach Kids How to Cook, by Stephanie Gallagher, at thespruceeats.com/reasons-to-teach-kids-to-cook-2098274)

Teacher Suggestion

Involve families in this activity by asking them to donate food items and/or helping with this activity for faster and easier setup and cleanup.

Materials Needed

- Garlicky Herb Dip recipe and supplies at chopchopfamily.org/recipe/garlicky-herb-dip
- Cut raw or cooked vegetables: baby carrots, celery sticks, bell pepper rings, broccoli florets, zucchini sticks, radish slices, cherry tomatoes, cauliflower florets, etc.
- Mixing bowl, spoon, large platters, napkins or paper towels, measuring cups and spoons, small paper plates or bowls

Activity Summary

As a class, students learn how to prepare a healthy snack by reading a recipe together, following instructions to prepare a healthy snack and tasting the prepared snack.

Instructional Sequence

Project the recipe on the front board.

Introduce the practice of reading a recipe card. Emphasize the importance of reading through the entire recipe, all steps, before beginning to cook. Ask students to follow along as the recipe is read aloud to the class.

Remind students of the importance of hygiene by always washing hands with soap and water before touching food. Use good manners like saying please and thank you. Remind students to be positive about their food experience and refrain from vocalizing negative comments aloud.

Place all ingredients on a table in the front of the room.

Ask students to wash their hands with soap and water. Identify all ingredients in the recipe.

Ask volunteers to measure and place ingredients in a mixing bowl and stir the mixture.



The Journey of Food

Instructional Sequence

Continued

Students can place the vegetables on platters for food sharing. They should put the dip in a few dipping bowls.

Invite students to come up, pick some veggies and a spoonful of dip, and encourage them to try the snack.

Ask: How many food groups are in this snack? How can you share what you liked about this recipe? Can you share the recipe with your family?

Teacher Suggestions

Share this website with families for more easy, fun cooking at home: chopchopfamily.org/learn-to-cook/recipe.

For more ways to extend the topic of “Farm to You,” such as virtual field trips, visit HealthyEating.org/FarmToYou.



Family Connection—What Grows Near You?

CA CCSS FOR ELA/LITERACY RI.1.6, W.1.8

Guide students to tear out the Family Connection for Lesson 3 from the back of their workbooks to take home and share with families.

Find short tips at HealthyEating.org/1stGrade to send to families through your regular communication channels.



Overview

Essential Question

How do you choose snacks to eat?

Learning Objectives

- Realize snacks are important to help their bodies.
- Identify 1 small change they can make to snack smarter.

Fast Facts

- Snacks are mini meals that help children refuel in between meals.
- Healthy snacks are best chosen from the 5 food groups. Aim to combine at least 2 food groups for snacks to boost energy and nutrition.
- Planned snacks enable children to fill in nutrient gaps throughout the day. Snacks can provide up to one-quarter of the nutrients and calories children need each day.
- For more resources on snacking, visit Dairy Council of California's Nutrition Primer at HealthyEating.org/Primer.

Vocabulary

Food choice - The act of selecting food, for example selecting a healthy food for a snack

Meal pattern - A combination of healthy foods from the 5 food groups that provides the nutrients and calories children need to grow strong

Pairing food - Choosing from at least 2 food groups when picking healthy foods to make snacks

Brain Break Activity: Alive With 5 Boot Camp

Play the *Alive With Five* song at bit.ly/Alivewith5, which highlights the 5 food groups. Assign a physical activity for each food group, for example squats for **Dairy**, jumping jacks for **Vegetables**, plank for **Fruits**, high knees for **Grains**, and running in place for **Protein**. When the song mentions a food group, the students perform the associated exercise. (Write exercises on board and participate with students. Students love when you exercise with them!)

Activity 1: Snacks as Mini Meals

CA CCSS FOR ELA/LITERACY W.1.8, SL.1.1, SL.1.2

Introduction

After watching the video, students recognize that snacks help their bodies by giving them energy between meals. They learn to make **food choices** by pairing food from 2 of the 5 food groups to make snacks or mini meals. .



Super Snacks!

Materials Needed

- Video: *Healthy Snacking: Kid-Friendly Tips to Make Snacking Easy* from Dairy Council of CA at bit.ly/2XY7YPh (3:10)

Activity Summary

Students watch a snack video and learn how to prepare a healthy snack to give them energy. Class discussion about healthy snacking helps students understand how snacks help their bodies and how they can prepare snacks for themselves or with the help of a family member.

Instructional Sequence

Watch video: *Healthy Snacking* at bit.ly/2XY7YPh (3:10).

Say: This video is about the importance of what to eat when picking your snacks. The 2 sisters had different ideas for snacks. What were their snack ideas? (Little girl: chips and soda. Big sister: smoothie of fruit and dairy.)

Ask: Why was the big sister's smoothie a healthier choice? (It was made with many healthy choices from at least 2 food groups; it was made from foods that give you energy and make your bones strong.)

Tell about the video's cartoon picture of the girl with her head crashing onto the table.

Say: When you have food that is not healthy or has too much sugar, your energy level can crash, and you can suddenly feel sleepy and tired. You need energy or fuel from your food to keep you going through all of your daily activities.

Ask: What do you think when the younger girl said, "If I eat healthy snacks, I would have super energy and do well in school!"

Ask: What does **pairing food** mean? (When you put food together from more than 1 food group. Foods work together to help you learn, play, and grow.)

Remind: At the end of the video there were examples of food pairing. What were they, and what food groups did they include? Examples: celery and peanut butter (Vegetables/Protein), quesadillas (Dairy/Grains).

Remind: The girl in the video said she was going to ask her parents to pick up some healthy foods at the market. What healthy snack foods can you ask your families to get for you to pair 2 food groups?

Discuss the answers and write them on the board.



Ask: What is 1 small change you can make to snack smarter? It may be something we talked about today or a new idea you have. (Students can journal their response or pair-share.)



Activity 2: Snack Book

CA CCSS FOR ELA/LITERACY W.1.7, W.1.8, SL.1.1, HEALTH 1.1.3.G

Introduction

Students practice creating snacks as mini meals with at least 2 food groups. Collectively they make a class snack book with ideas to try at home. The students can sign out the book to take it home and share with families.

Materials Needed

- Student workbook pg. 17: **Snack Book**
- Markers, crayons, or colored pencils
- Box of food picture cards (included in teaching materials) or printed pictures from [HealthyEating.org/FoodPictures](https://www.healthyeating.org/foodpictures)
- Student workbook pg. 4 (for reference) or **Food Groups** poster

Activity Summary

Students work in pairs to design a page for 1 healthy snack. They will choose foods from at least 2 food groups to pair for a mini meal. Using the food posters from Lesson 1 or the food picture cards and their own experience of favorite snacks, students will create a healthy snack. Encourage creativity by including a snack title and decorating the page with drawings. Have student partners write and draw their favorite healthy snacks in their workbook using at least 2 of the 5 food groups. Then combine all snack ideas to create a snack book.

Instructional Sequence

Tell the class that they are going to make their own *Snack Book*!

Select student partners.


Teach the concept that mini meals are an opportunity to combine 2 of the 5 food groups to make a healthy snack. Emphasize why snacks are important for children to help them grow and get the energy and health benefits that foods provide.

Instruct partners to create a healthy snack with at least 2 food groups. Write and draw the snack in the student workbook on pg. 17.

Encourage students to be creative and have fun with naming their snack and decorating the page.

Guide students to answer the questions at the bottom of the workbook page. Encourage them to give directions for how to put the snack together.

Say: We will be putting all of the snack ideas together into a book. You will be able to check out the book and take it home to share snack ideas with your family.

 **Ask** students to think about, pair-share or write down what snack(s) they would like to try with their families.



Instructional Sequence

Continued

Collect workbook pages, staple together pages to create snack book for class to read and loan.

Circle back to the essential question and answer as a class or journal activity: How do you choose snacks to eat? Encourage students to share what they learned with their families.

Family Connection—Healthy Snacks for Home and School

CA CCSS FOR ELA/LITERACY RI.1.10, W.1.8

Guide students to tear out the Family Connection for Lesson 4 from the back of their workbooks to take home and share with families.

Find short tips at [HealthyEating.org/1stGrade](https://www.healthyeating.org/1stGrade) to send to families through your regular communication channels.



Overview

Essential Question

Why are beverages an important part of a healthy eating pattern?

Learning Objectives

- Understand that beverage choices are equally important as food choices.
- Identify which beverages help them learn, play, and grow.

Fast Facts

- Understanding healthy hydration habits early is important for the health and well-being of young children. Students need to be aware of the importance of drinking water and the healthy beverages that support their growth and development.
- Signs of dehydration include headache, chapped lips, and dry mouth. Drinking healthy beverages throughout the day is important for health and hydration.
- All beverage choices matter and contribute to total calorie intake and hydration. Focusing on nutrient-rich beverages can help build healthy eating patterns. Examples are water, milk, smoothies made of dairy and fruits, and small amounts of 100% fruit juice.
- Although water is essential for hydration and body functions, it is not part of a food group. Water aids in cooling the body, digesting food, and helping the brain not feel tired so we can think clearly, learn, play, and grow.
- Milk's unique nutritional profile makes it an optimal beverage for growing children. Drinking milk regularly helps to grow strong teeth and bones.

Vocabulary

Beverage – a liquid someone drinks

Thirst – a feeling someone has when they need something to drink

Brain Break Activity: Water Song

Explain to students that brain breaks help energize their minds and exercise their bodies.

Play the video *The Water Song* by Sesame Street at bit.ly/3a9sj8i.

Ask students to stand, sing, and dance, as they are able.



Activity 1: Make Every Sip Count

CA CCSS FOR ELA/LITERACY W.1.8, SL.1.1, HEALTH 1.1.3.G

Introduction

Students realize the importance of healthy beverages to help their bodies. They learn that drinking water quenches **thirst** and helps the body function. They also learn which beverages help in their growth and development. Understanding that there are many **beverage** options, students learn that it is important to make healthy choices.

Materials Needed

- Water pitcher and 7 glasses (8-ounce clear cups)
- Student workbook pg. 19: **Make Every Sip Count**
- Crayons or markers

Activity Summary

Using the student workbook, pg. 19, as a guide for class discussion, students learn about healthy beverages and discuss how they feel when they are thirsty, hot, or tired. Through a teacher-led demonstration, students see what the daily recommendation of drinking water looks like (56 ounces or 7 cups). Students share their strategies for how to drink healthy beverages throughout the day.

Instructional Sequence

Brainstorm: What happens when you get thirsty, hot, or tired?

List ideas from students on the board. (Examples: headaches, feeling tired, cracked lips, dry mouth.)

Project the following statements on the board and review the reasons they need water and healthy beverages:

- Healthy beverages like water help with digesting food.
- Milk helps build strong bones and teeth.
- Healthy beverages help your body learn, play, and grow.
- On hot days or when playing, water keeps the body cool (sweat).
- Healthy beverages like water help you feel awake and ready to learn (hydrated).

Tell students that it is important to drink at least 7 cups of liquid a day. It might seem like a lot, but it includes total water from all sources, including water, other beverages, and food.

Show what 7 cups or 56 ounces of water looks like by pouring 7 glasses (8-ounce glasses) of water into a pitcher. Make sure the glasses are clear so students can see the water level.



Healthy Beverages

Instructional Sequence

Continued

Brainstorm ways to finish the following sentence:

We need healthy beverages to ... (Examples: to live; for our sweat to cool our body; to help our brain; to not feel tired; so we can think clearly, learn, play, and grow).

Write ideas on the board.

Guide them to open their workbooks to pg. 19 and complete the sections (what to drink, where to drink, and setting a goal).

Ask students if they can think of ways to keep track of the healthy beverages they drink throughout the day. Possible ideas include:

- Choose healthy beverages like milk, water, fortified soy beverages, or 100% juice most often.
- Drink in between meals when I am thirsty.
- Drink at mealtimes.
- Drink when I first wake up in the morning.
- Drink after I've played hard at recess or after being active at home.



Activity 2: Be a Healthy Beverage Champion

CA CCSS FOR ELA/LITERACY W.1.7, W.1.8

Introduction

Students further their learning from Activity 1 and dig deeper by choosing a class challenge or activity to support their goals of drinking healthy beverages.

Possible Materials Needed

- Small poster paper and markers/crayons (dependent on choice of activity below)
- Journal or paper and pencil for self-reflection

Activity Summary

Understanding the significance of healthy beverages to their growth and development, students vote on a class challenge to motivate all to increase their consumption of water and healthy beverages. Choose 1 of the activities or challenges listed or create a class challenge or activity.



Instructional Sequence

Posters: Students work in small groups to make colorful posters about the importance of water for their school peers. They then hang the posters near the water fountains or hydration stations in the cafeteria. In doing this activity, students become familiar with the location of all water fountains at school.

- Take a walk around campus together, noting where all of the water fountains are located. This determines how many posters will be needed.
- Work at table groups to come up with a saying about “why drinking water is important for our bodies.”
- Prompts and ideas for poster sayings include: Acronym for WATER; Water is important; Water is life; Drink water to learn, play, and grow!
- Write sayings on the posters. Decorate the posters.
- As a class, hang posters to promote drinking water throughout the day to the school community.
- **Teacher Suggestion:** Take pictures of kids in front of their posters near school drinking fountains. Send home to families with added note that everyone needs to drink water every day!

Class challenge: Encourage students to participate in a healthy beverage challenge. For example, have a visual like a graph on the board for a week or month, setting a goal to drink healthy beverages like water, milk, and 100% juice daily! Track everyone’s progress for the voted-on time frame. Award top participants a Healthy Beverage Hero title.

Celebrate with a healthy beverage party: Invite families to help by encouraging healthy beverage tastings of milk; infused waters like citrus, mint, or berry; or fruit and yogurt smoothies.

Build in water breaks or a class hydration station: Allow students to drink water in class from water bottles they bring from home or by getting water from the nearest water fountain. Create a mini hydration station by bringing in a large pitcher and filling it with water, and use reusable cups with students’ names on them for easy access to water. Designate a water helper to refill and monitor the hydration station.

Scavenger hunt for healthy beverages at school, home, and restaurants: Students keep a tally of where and what healthy beverages are available in their environment. Brainstorm with students where and how they can find and ask for healthy beverages in different environments. For example, at restaurants they can ask for a cup of water for free or order milk instead of a sugary drink.



**Teacher
Suggestion**

After choosing and completing any or all of the listed challenges, have students reflect and journal or draw about their experience. How did they feel? What did they learn? What are they going to do differently in the future?

Family Connection—Tips on Healthy Drinks for Kids

CA CCSS FOR ELA/LITERACY RI.1.10, W.1.8

Guide students to tear out the Family Connection for Lesson 5 from the back of their workbooks to take home and share with families.

Find short tips at [HealthyEating.org/1stGrade](https://www.healthyeating.org/1stGrade) to send to families through your regular communication channels.

Going Deeper

Reading

A list of books that allow for further discussion and exploration of foods

Before We Eat: From Farm to Table (2nd Edition)
by Pat Brisson (Author), Mary Azarian (Illustrator)

Milk doesn't just appear in your refrigerator, nor do apples grow in the bowl on the kitchen counter.

Teacher Suggestion: Exploring the path from farm to table and all of the people involved gives students an appreciation of where their food comes from. After reading, have students write and draw thank-you notes to the various people they know who provide the food they eat.

Up in the Garden and Down in the Dirt

by Kate Messner (Author), Christopher Silas Neal (Illustrator)

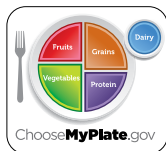
Teacher Suggestion: This beautiful book describes the hidden world of soil—the soil that much food grows in. After reading, create a science lab to discover the mystery of what is in dirt.

Cafeteria Connection: What's on the Menu?

Display the cafeteria menu on the board. Have students work together to identify which food groups are represented on the foodservice/school menu. List foods on the board. Discuss the meals and note how they are balanced and incorporate the 5 food groups. As a class, write a letter to the foodservice manager with appreciation and suggestions for breakfast and/or lunch items.

Group Projects

- Create a class challenge to eat breakfast every day. Discuss goals and how your class will record and graph the results.
- Organize a breakfast potluck for a healthy class celebration.
- Challenge students to make breakfast at home (with their family's help) and report back what they created.



For more information and additional resources, visit [HealthyEating.org](https://www.HealthyEating.org).

This resource aligns with the Dietary Guidelines for Americans. The collection of Let's Eat Healthy educational resources are brought to you by Dairy Council of California to elevate the health of children and families.

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