



# 2nd Grade

## QUICK-START GUIDE



### STEP 1. Confirm that you have all materials

**Teacher materials** include:

- \* A Teacher Guide with lesson plans
- \* A box of Food Pictures
- \* The Market Mystery storybook

**Student materials** include Student Workbooks in both English and Spanish.

### STEP 2. Review each lesson plan

Inside the *Healthy Choices, Healthy Me!* Teacher Guide you will find 9 lesson plans, plus a pre- and post-assessment for second grade (see chart below). Review each lesson plan, including the Curriculum Connections. The Curriculum Connections not only provide opportunities to meet the needs of multiple learning styles, but they reinforce concepts taught in the core lesson.

Key Concepts	Focus
<b>Pre-Assessment</b>	Serves as a benchmark to establish baseline knowledge which student progress through the course of the curriculum can be measured.
<b>Fruits and Vegetables</b>	Students learn to identify and choose foods from these food groups and distinguish between food-group foods and “extras.”
<b>Meat, Beans + Nuts and Grains, Breads + Cereals</b>	Students learn to identify and choose foods from these food groups and distinguish between food-group foods and “extras.”
<b>Milk + Milk Products and “extra” Foods</b>	Students learn to identify and choose foods from these food groups and distinguish between food-group foods and “extras.”
<b>Mixed Foods</b>	Students will be able to describe a mixed food and classify components of a mixed food into the correct food group or “extras.”
<b>Snack Time</b>	Students will be able to choose food-group foods as their snacks, as well as explain why it is important to choose snacks from food-group foods.
<b>What’s for Breakfast</b>	Students can explain the importance of eating breakfast every morning and can identify and select a healthy breakfast based on the “3 out of 5” breakfast model.
<b>Moving Around</b>	Students will be able to identify and choose physical activities that are considered “playing hard.”
<b>What’s Missing?</b>	Students will be able to define a balanced meal and select foods to complete and analyze a balanced meal, in order to determine which food group is missing.
<b>My Balanced Meal</b>	Students will be able to explain what a balanced meal contains and create a balanced meal that they would choose for themselves.
<b>Post-Assessment</b>	Provides information about the knowledge and skills your students have acquired regarding food-group foods, healthy food choices and making good physical-activity choices.

## STEP 3. Review the Common Questions Teachers Ask section in the teacher guide

The “Common Questions Teachers Ask” section in the teacher guide contains:

- \* information about USDA’s MyPlate and the benefits of using a food grouping system to teach students about nutrition
- \* a list of frequently asked questions and answers
- \* commonly miscategorized foods

## STEP 4. Teach the lessons

When the *Healthy Choices, Healthy Me!* program is implemented as it was intended, students are more likely to eat healthier foods and be more physically active, and you are more likely to see improvement in students’ attention, attendance and classroom behavior.

Therefore, we encourage you to:

- \* use the pre-assessment and post-assessment.
- \* teach all of the lessons provided in their entirety.
- \* teach the lessons in the order that they appear in the teacher guide.
- \* use the materials provided, including the Teacher Guide, box of Food Pictures, *The Market Mystery* storybook and Student Workbooks.
- \* access our website at **HealthyEating.org**, under the Schools section.

### Teacher Tips

Teachers who have used *Healthy Choices, Healthy Me!* in their classrooms have the following suggestions for other teachers:

- \* Plan for 30 minutes to 60 minutes of class time for each lesson. Preparation time for each lesson ranges from 15 to 30 minutes.
- \* Use the family letter on the first day you teach the program. Involving parents reinforces what is being taught in the classroom and may encourage parents to become classroom volunteers.
- \* Strike a balance between whole group and individual work. Most of the lessons could certainly be done as a whole-group activity. However, individual work will provide a better assessment of each student’s true knowledge gains and behavior changes.
- \* Model the workbook activities for your students before they begin to work on their own. In most activities, an example of the task to be performed has been modeled in the workbook.
- \* Encourage your students to share their personal or home experiences with food, eating and physical activities whenever possible. It will help children relate to one another and personalize the activities.
- \* Be a healthy role model. Students closely watch your words and actions. Making healthy food choices and talking about healthy eating outside the classroom will send students the right message and reinforce classroom lessons. It may also encourage healthy eating behaviors and attitudes in your students.
- \* Talk with other teachers at your school who use the program for other ideas.