

**Critical Thinking & Health:
TV Commercials and Nutrition**

**Kindergarten
Lessons**

Lesson 1: Commercials, Part 1	11
Lesson 2: Commercials, Part 2	19
Lesson 3: Food Groups	27
Lesson 4: Cereal Commercials	33
Lesson 5: Fruit and Juice vs. “Fruit” Snacks and “Fruit” Drinks	43
More Commercials for Practice	51

LESSON PLAN

Lesson 3: Food Groups

Lesson Objectives:

- Students will identify different food groups, including fruit, vegetables, grains, dairy, fat, and sugar.
- Students will place examples of foods into different food groups and will recognize that some foods contain things that fit into more than one food group.
- Students will summarize the importance of eating more foods from some food groups (grains, vegetables, fruits) and only a little from other food groups (especially fat and sugar).
- Students will practice healthy eating habits.

Vocabulary:

Food Group, Grains, Vegetables, Fruit, Dairy, Oil, Fat, Sugar

Materials Needed:

- *Teachers Guide* for leading analysis and discussion
- A new *MyPyramid for Kids* poster (available at <http://www.mypyramid.gov>)
- Examples of foods and beverages from different food groups, which could be actual foods, plastic manipulatives, pictures from magazines, or empty food and beverage containers. Make sure to include:
 - Cereals (including low sugar and high sugar brands)
 - Bread, pasta, rice (including some whole grains)
 - Fruit, juice, fruit snacks, and fruit drinks
 - Vegetables
 - Milk, cheese, yogurt
 - Processed foods that contain high amounts of fat and/or sugar
- Large squares of construction paper representing the different food groups (in different sizes that reflect how much food we should eat from each group). If possible use different colors that match the New Food Pyramid food groups:
 - Large Squares (2' x 3'):
 - Grains (Orange)
 - Vegetables (Green)
 - Fruits (Red)
 - Medium Squares (1' x 2'):
 - Dairy (Blue)
 - Meats, Beans, Eggs, Nuts (Purple) **[see NOTE below]
 - Very Small Squares (6" x 6"):
 - Healthy Oils (Yellow)
 - Sugar & Unhealthy Fats (Beige) ** [see NOTE below]
- Snacks from the different food groups (such as celery or carrots, raisins, cheese sticks, and pretzels)

NOTES:

- While the Meats & Beans (i.e., protein) category is one food group that is on the *MyPyramid for Kids*, and may be used for the food sorting activity, it is a category that is very confusing for young children because it contains so many different types of foods (chicken, fish, eggs, nuts, beans, tofu) and it doesn't have a single word name like the other categories. It's also not used in any of the lessons in this kit besides this one. You may want to treat it as information that children are exposed to but are not expected to fully understand at this age.
- Sugar and fats (other than healthy oils) don't appear as a category on the new Food Pyramid, but instead are referenced in a note at the bottom. You could decide not to have a sheet of paper representing Sugar and Unhealthy Fat when doing the food sorting task, but that may be confusing to children. Since many of the subsequent lessons are about foods that have high amounts of sugar, we recommend having a category for it, but with a very small square to represent foods that should be eaten seldom.

Time:

25 minutes or longer, depending on discussion

Lesson Procedures:

1. Present *Introduction to the Lesson* to the class, leading initial discussion.
2. Place the squares of paper representing different food groups on the floor. Discuss different types of foods and food groups, while placing examples on the correct squares.
3. Using the examples of real or plastic foods and food containers, have children to place those foods into the right food groups. When they are unsure, talk with them about how they could decide. If children put a food into the wrong group, explain where it should really go and talk about why it was confusing.
4. Have the children look at the new *MyPyramid for Kids* to find where each of these food groups are located. Explain why sugar and unhealthy fats don't appear on the pyramid at all, and reinforce the idea that those foods should be eaten rarely or in very small amounts.
5. Lead a follow-up discussion about the foods that fit into more than one group (which includes many foods advertised on television, like Kraft Macaroni & Cheese and sugared cereals).
6. (Optional) End with a book or video about food groups or *MyPyramid for Kids*. See Sources at the end of this kit for suggestions.

TEACHER GUIDE

Lesson 3: Food Groups

1. Introduce the lesson.

Lesson Introduction

Before starting the lesson, make sure you have the food examples, food group squares, and other materials you need (see Materials List in the Lesson Plan). Have a picture or poster of the new food pyramid (*MyPyramid for Kids*) on the wall where children can see it.

Today we're going to talk about different food groups. Who can tell the name of a kind of food or the name of a food group? What other kinds of foods are there?

Lead the students through a discussion about different kinds of food and beverages, clarifying what the different groups of foods are and asking children to speculate about what kinds of foods might fall into each group. Point out the picture or poster of *MyPyramid for Kids*, and talk about the different food groups that are included.

2. Lay out the food group squares on the floor, and put out the box of sample plastic or real foods and food containers. Select one food representing each of the food group squares, asking children to identify it and decide which food group it belongs in.
3. Point out the different sizes of the food group squares and discuss "healthy" and "unhealthy" foods and drinks using the *Discussion Questions & Answers Teacher Guide*.
4. Have the students work with the other examples of foods and food containers to place each one in the food group where it fits best. Discuss examples of foods that may fit into more than one food group as they come up, helping students think through their decisions.
5. Using the *Discussion Questions & Answers Teacher Guide*, discuss foods that might be confusing because of their names or the way they are shown in advertising.
6. Provide a snack representing food and beverages representing at least four of the main food groups. As the students eat their snack, recap the lesson using the *Discussion Questions & Answers Teacher Guide*.
7. (optional) Read a story such as Lorraine Leedy's *The Edible Pyramid* or other children's book about healthy food choices.

SPECIAL NOTE:

In talking about different foods, it's important not to make value judgments about different kinds of foods (describe them as "good" or "bad") since the children's parents may buy and eat those foods at home. Instead, focus on accuracy (e.g., what is really fruit?), facts (e.g., how much sugar is in that?), and consequences of eating – or not eating – certain kinds of foods.

Discussion Questions & Answers

ASK

- 1) **Who has seen a food pyramid before, like this “MyPyramid for Kids”?** What kinds of food groups does it show?
- 2) **These different squares of paper on the floor are the same colors as you see in this food pyramid. Can you match each colored paper with where it is on the food pyramid?**
- 3) **This green piece of paper is really big because we should eat a lot of this kind of food. What kind of food is it? Can you find the category on the food pyramid? What other foods should we eat a lot of? Why?**
- 4) **This yellow piece of paper is really small because we should only eat a little of this kind of food. Can anyone find it on the food pyramid?**
- 5) [Hold up the beige paper.] **This color represents foods and drinks that aren’t even on the food pyramid because they’re not very healthy and we shouldn’t eat them very often. You see them advertised on TV a lot. What do you think they might be?**

Possible Answers: Grains, vegetables, fruits, dairy, meats and beans, oils, water [they may give specific foods like milk, and if so probe to help them decide what food group it should be in].

Possible Answers: Red is fruit, orange is bread and cereal, blue is milk and cheese, etc.

Possible Answers: The green is for vegetables, like carrots, tomatoes, celery, green beans, red peppers, etc. You should also eat a lot of grains and fruit.

Possible Answers: It’s oil. [explain about different kinds of healthy oils, like olive oil, or canola oil; distinguish that from fats found in butter, margarine and fried foods].

Possible Answers: Sugar, candy, ice cream, gum, soda, fats, butter, fried things.

Activity 1

Let's see if we can figure out what food group each of these foods should go in. What about this apple? How about this spaghetti? What about this glass of milk? How about this green pepper? What about this piece of ham? What about this candy bar?

Now let's see if you can figure out where the rest of these foods go in the food groups.

You may have the students work in groups, with each group finding foods to go in one of the food groups; or have a few students come up to get foods at the same time.

Discussion Questions & Answers

ASK

1) Which foods were the hardest to figure out? Why?

Possible Answers: things that have a lot of sugar in them but aren't candy or all sugar, things that have more than one kind of food in it [discuss how to decide and where the food should go – which might be more than one place; especially clarify that “fruit” snacks and drinks have hardly any fruit, so they shouldn't go in the fruit group].

2) Why do we want to eat healthy foods?

Possible Answers: we need them for energy, we need vitamins and minerals to keep our skin and eyes and teeth healthy, they help us think better, we need them to grow and to be strong.

3) Why should we try not to eat very many unhealthy foods?

Possible Answers: It could make us sick, we wouldn't have any energy, we might get cavities in our teeth, we might gain too much weight, it might make us feel funny.

4) There's one important drink that's not on *MyPyramid for Kids*, but we should drink a lot of it every day. Can anybody guess what it is?

Answer: Water.

Activity 2

Now we're going to have some special snacks that come from the different food groups. See if you can figure out which group each of the things you are eating and drinking would go it. You can do this at home too, whenever you eat breakfast or snacks or dinner.

(Optional) Read a book aloud during their snack time. Choose a book about healthy eating or food groups. (See *Resources* at the end of this kit for suggestions.)

Summary Questions & Answers

ASK

1) What are the five food groups?

Possible Answers: Grains, Vegetables, Fruit, Dairy, Meats & Beans

2) How does the food pyramid help us to be more healthy?

Possible Answers: by helping us remember what kinds of foods to eat

3) From which food groups should we eat the most?

Possible Answers: Grains, fruits, vegetables.

4) From which food groups should we eat the least?

Possible Answers: Unhealthy fats and sugars.