



Eat Smart

This healthy eating and nutrition apprenticeship prepares Citizen Schools' students to become knowledgeable advocates to their schools, communities and parents about the importance of (and need for) healthful and nutritious foods in their daily diet. Citizen Schools' students build excellent oral communication skills as they gain knowledge regarding how to prepare and choose foods that are not only nutritious but also delicious. Students will review the WOW! menu and make recommendations to campus leadership on how to improve the menu as a demonstration of all they've learned.

Unit Standards and Objectives

Standard #1: Citizen Schools students will make an effective oral presentation.

Lesson Objectives:

- *Explain expectations for the apprenticeship.*
- *Describe the WOW! and their role in the WOW! showcase.*
- *Use appropriate eye contact and body language when presenting a meal plan to a small group.*
- *Speak loudly, clearly and slowly enough to share your Power Up Poem to the whole class.*
- *Look at your audience and stand confidently when sharing your Power Up Poem to the whole class.*
- *Practice using visuals to enhance clarity and persuasiveness of presentation of information when encouraging others to eat healthily.*

Standard #2: Students will have the necessary knowledge and skills to make healthy eating choices.

Lesson Objectives

- *Identify the five food groups and an example of each.*
- *Explain how MyPlate serves as a reminder to eat from all five food groups.*
- *Identify the five food groups and name a variety of examples from each.*
- *Create and describe a healthy meal containing foods from each food group, including whole-grain options and a variety of vegetables.*
- *Identify the six main nutrients and a variety of foods that contain them.*
- *Explain how nutrients help us grow and stay healthy.*
- *Apply knowledge of healthy foods and food groups to suggest substitutions to a meal or snack to make it healthier.*

Essential Questions

- *What choices about nutrition can you make that help you stay healthy?*
- *How can we effectively share what we have learned about healthy food choices with our community?*

Performance Task Assessment (WOW!)

By Week 8 of the apprenticeship, students will be ready to analyze the WOW! Showcase Menu and make recommendations on how to provide healthier options. Resources are provided for a "typical" menu to give students to analyze and modify, but campuses should plan ahead to personalize these "typical" menus for campus specific food items and interests. Students will make recommendations based on limiting consumption of fats and sugars and increasing alignment with the MyPlate recommendations for healthy eating.

For example, student recommendations might include:



Core Apprenticeship Library
Apprenticeship Sector: Health & Wellbeing
Unit Guide: Eat Smart



Typical Menu	Targeted suggested modifications
Pizza	<ol style="list-style-type: none"> 1. Pizza breads made in toaster oven 2. Pizza triscuits made in a microwave 3. Order pizza with whole grain crust and lower fat cheese
Chips and ranch dip	<ol style="list-style-type: none"> 1. Substitute hummus for dip 2. Use assorted veggies instead of chips
Cookies	<ol style="list-style-type: none"> 1. Fruit 2. Graham crackers and frosting 3. Celery with peanut butter and chocolate or raisins

We use a GRASP framework to describe this task:

Goal: Students will work in groups to plan a proposal for modifications to the WOW! menu. They will present their proposal to the Campus Director in Week 8 of the apprenticeship.

Role: Students will play the role of the nutritionist making recommendations for an event's menu.

Audience: The audience for the presentation will be the Campus Director or lead project manager for the WOW! Showcase from the Citizen Schools team.

Situation: The WOW! Showcase is typically a large community event focusing many or all apprenticeships and accomplishments of the students from the semester. The menu typically includes snacks- often unhealthy- for parents, students, and teachers that participate in the WOW!.

Product: Students will make a healthy WOW! Showcase menu and present it to campus leadership.

Standards: Students' menus will be evaluated using the Choose My Plate resources and their presentations will be evaluated using the [Citizen Schools 21st Century Communication Rubric](#).

Lesson Plans At-A-Glance

Lesson Plans are available [here](#)

Week	Lesson Objectives	Agenda	Outcomes & Work Products
1	<ul style="list-style-type: none"> ● Explain expectations for the apprenticeship. ● Describe the WOW! and their role in the WOW! showcase. ● Identify the five food groups and name a variety of examples from each. ● Explain how MyPlate serves as a reminder to eat from all five food groups. 	<ul style="list-style-type: none"> ● Hook: Favorite Foods ● Introduction to New Material: Introductions ● Activity 1: Expectations ● Activity 2: MyPlate: Five Food Groups ● Activity 3: My Favorite Meal ● Assessment: Exit Ticket 	Students will learn the MyPlate framework along with what their WOW! and what to expect from the apprenticeship.
2	<ul style="list-style-type: none"> ● Identify the five food groups and name a variety of examples from each. ● Create and describe a healthy meal containing foods from each food group, including whole-grain options 	<ul style="list-style-type: none"> ● Hook: Make a Snack ● Introduction to New Material: Eye Contact and Body Language ● Activity 1: Five Food Groups Game ● Activity 2: Design a Meal 	Students will play a game to master the 5 food groups and begin building oral presentation skills.



Core Apprenticeship Library
Apprenticeship Sector: Health & Wellbeing
Unit Guide: Eat Smart



	<p>and a variety of vegetables.</p> <ul style="list-style-type: none"> ● Use appropriate eye contact and body language when presenting a meal plan to a small group. 	<ul style="list-style-type: none"> ● Activity 3: Create It! ● Assessment: Exit Ticket 	
3	<ul style="list-style-type: none"> ● Identify the six types of nutrients and a variety of foods that contain them. ● Speak loudly, clearly and slowly enough to share your Power Up Poem to the whole class. ● Look at your audience and stand confidently when sharing your Power Up Poem to the whole class. 	<ul style="list-style-type: none"> ● Hook: What Is Healthy? ● Introduction to New Material: The Six Types of Nutrients ● Activity 1: Nutrients and Food Groups ● Activity 2: Power Up Poems ● Activity 3: Create It! ● Assessment: Exit Ticket 	Students will learn about the nutrients in different foods and practice their oral presentation skills sharing their poems.
4	<ul style="list-style-type: none"> ● Explain how nutrients help us grow and stay healthy. ● Apply knowledge of healthy foods and food groups to suggest substitutions to a meal or snack to make it healthier. ● Practice using visuals to enhance clarity and persuasiveness of presentation of information when encouraging others to eat healthily. 	<ul style="list-style-type: none"> ● Hook: Fuel-Up Challenge ● Introduction to New Material: Play Hard, Be Healthy, and Grow! ● Activity 1: Substitutions ● Activity 2: Present Plans ● Activity 3: Create It! ● Assessment: Exit Ticket 	Students will practice using visuals while giving presentations on substitutions to make snacks healthier.
5	<ul style="list-style-type: none"> ● Read, compare, and analyze Nutrition Facts labels to determine which snack is a healthier alternative. ● Provide rationale for decisions regarding choosing a healthy snack. ● Understand expectations for oral presentation in the categories of body language, eye contact, speaking, using visuals. 	<ul style="list-style-type: none"> ● Hook: What's Inside? ● Introduction to New Material: Nutrition Labels ● Activity 1: Pick a Snack! ● Activity 2: Review Oral Communication Skills ● Activity 3: Create It! ● Assessment: Exit Ticket 	Students will compare and analyze Nutrition Facts labels.
6	<ul style="list-style-type: none"> ● Consider serving size information when analyzing Nutrition Facts food labels to determine which snack is a healthy choice. ● Apply knowledge of healthy eating to create recommendations for the WOW! Menu. 	<ul style="list-style-type: none"> ● Hook: ● Introduction to New Material: ● Activity 1: ● Activity 2: ● Activity 3: ● Assessment: Exit Ticket 	while continuing to prepare their WOW! menu recommendations.
7	<ul style="list-style-type: none"> ● Apply knowledge of healthy foods and food groups to finalize recommendations for the WOW! Menu. ● Practice presentations of WOW! Menu recommendations using index cards and visuals ● Practice good oral presentation skills in the categories of body language, eye contact, speaking, using visuals, giving evidence 	<ul style="list-style-type: none"> ● Hook: ● Introduction to New Material: ● Activity 1: ● Activity 2: ● Activity 3: ● Assessment: Exit Ticket 	Students will finalize their recommendations for the WOW! Menu and practice their presentations today.
8	<ul style="list-style-type: none"> ● Demonstrate good oral presentation skills in the categories of body language, eye contact, speaking, using visuals, and giving evidence ● Present WOW! Menu recommendations to campus leadership using index cards 	<ul style="list-style-type: none"> ● Hook: ● Introduction to New Material: ● Activity 1: ● Activity 2: ● Activity 3: ● Assessment: Exit Ticket 	Students will present their recommendations for the WOW! Menu to campus leadership today.
9	<ul style="list-style-type: none"> ● List 3 tips on how to design healthy, delicious, affordable meals. ● Describe 2-3 different healthy eating careers 	<ul style="list-style-type: none"> ● Hook: ● Introduction to New Material: ● Activity 1: ● Activity 2: 	Students will go on an exploration to see a nutritionist in action or a menu planner at a healthy restaurant...



Core Apprenticeship Library
Apprenticeship Sector: Health & Wellbeing
Unit Guide: Eat Smart



		<ul style="list-style-type: none"> ● Activity 3: ● Assessment: Exit Ticket 	
10	<ul style="list-style-type: none"> ● Summarize the benefits of healthy eating. ● Celebrate the learning of the apprenticeship. 	<ul style="list-style-type: none"> ● Hook: ● Introduction to New Material: ● Activity 1: ● Activity 2: ● Activity 3: ● Assessment: Exit Ticket 	Students will review and celebrate their learning from the apprenticeship. If they are helping prepare any of the food for the WOW! they may use some of the class to complete food preparation.

Lesson Elements	
<p>Hook</p> <p><i>Opening ritual used each week to build excitement</i></p>	<p>What opening ritual will you use every week to get students excited about the topic of the day's lesson? If it varies on a weekly basis, what common theme or structure can students anticipate?</p> <p>font size 9</p>
<p>Assessment</p> <p><i>How you will measure student learning (i.e., exit tickets, student writing, student presentations, etc.)</i></p>	<p>What assessment measures (i.e., exit tickets, student writing, student presentations, etc.) will you use every week to measure student learning for objectives of that lesson?</p>
<p>Structures</p> <p><i>Learning structures, tools or student grouping strategies</i></p>	<p>What learning structures, tools or student grouping strategies will you use across lessons to build opportunities for practice and support student mastery.</p> <p>Examples here</p>
<p>Procedures</p> <p><i>Special procedures used each class (ie handing out folders, rearranging seating, etc.)</i></p>	<p>What special procedures will you implement across lessons? Note to Writer: For example – passing out and collecting folders of work or safety review of new tools.</p> <p>Examples here</p>

Implementation Notes	
<p>Supplies</p> <p><i>Materials, tools, technology</i></p>	<p>What materials or tools will be needed for this unit? List items you'll need every week or may take time to procure (including computers, please be specific about programs needed). Next to each item, include estimated cost. Note to Writer: Consider listing supplements or options if materials are not available. Plan for 15 students, offer guidance on costs for smaller and larger groups.</p> <p>font size 9</p>
<p>Budget</p>	<p>Total cost of apprenticeship: Note to Writer: Apprenticeship budgets are provided by each campus. Most campuses can provide a 50-100 dollar budget. If you anticipate costs that are higher than this, offer ways to obtain materials for free or low cost. Do not exceed \$100 in costs.</p> <ul style="list-style-type: none"> ● Total cost of items above ● Total cost of all additional weekly supplies ● Cost of all field trips, admission to events, etc (include cost p/student) ●
<p>Supporting Materials & Resources</p> <p><i>handouts, books, materials</i></p>	<p>What additional supporting materials and resources need to be acquired for this apprenticeship? What is provided and where can they be found?</p>



Core Apprenticeship Library
Apprenticeship Sector: Health & Wellbeing
Unit Guide: Eat Smart



<p>Location</p> <p><i>Tables/desks, or classroom, gym, kitchen, outside, etc.</i></p>	<p><i>What classroom space (tables, desk, etc.) or other type of space (i.e., gym, kitchen, outdoor space) will be needed?</i></p>
<p>Choice and Voice</p> <p><i>Key decisions students make</i></p>	<p><i>Are there any key decisions students will be making that will alter the apprenticeships or determine course for the WOW!</i></p>
<p>Modifications for Student Needs</p> <p><i>Supports and changes to help meet the needs of all learners</i></p>	<p><i>List overarching supports and changes to help CT and TL meet the needs of all learners in this apprenticeship. (Specifics are included in Lesson Plans) Note to writer: Consider: modify text complexity, adjust student groups, enlist additional volunteer for particular activities, provide time for extra practice, provide additional examples</i></p>
<p>Student Background Knowledge and Skills Needed</p> <p><i>Academic skills, social emotional skills or developmental milestones needed</i></p>	<p><i>What academic skills, social emotional skills or developmental milestones will students need to have met in order to participate in this curriculum as written. Note to Writer: only list significant barriers to participation. The purpose is not to exclude students.</i></p> <p><i>Example: students are likely to struggle and need extra support if they are not fluent in adding whole numbers.</i></p>
<p>College and Career Readiness</p> <p><i>Connections to college and career</i></p>	<p><i>College Connection: Identify skills and content learned in this apprenticeship that might get students excited about going to college. What are they going to see, hear and do that connects in a real way to college-based opportunities?</i></p> <p><i>Career Connections: Identify 2-3 career fields/pathways that relate to the skills and content learned in this apprenticeship. These should be introduced to students (via discussion, guest speakers, CTs, etc.) over the course of the apprenticeship to help students make connections between their work and the opportunities they could seek out in the future.</i></p>
<p>Co-Teaching Roles</p> <p><i>Recommendations for co-teaching and planning</i></p>	<p><i>If taught by teams of CTs, list recommendations for co-teaching and planning that will lead to success. Note to Writer: Please refer to and reference the Co-teaching Structures guide that is shared with all CTs during initial training.</i></p>
<p>Special Resources</p> <p><i>Field trips, excursions, guest speakers</i></p>	<p><i>Are there any opportunities for field excursions or special guest speakers/teachers that will enhance the overall apprenticeship and need to be planned far in advance? Note to Writer: List questions to prepare or include a sample outreach email to guest speakers/teachers. What context will a guest need in order to participate - who will be responsible for planning and confirming guests- CT or TL? What background or experience would a great guest have? What advice would you give about selecting a guest?</i></p>
<p>Road Map to WOW!</p> <p><i>Visual overview for students of their 10 week apprenticeship</i></p>	<p><i>Note to CT/TL: Create a poster-sized visual of the information listed below, display and reference weekly in your classroom.</i></p> <p><i>Visual overview for students of their 10 week apprenticeship:</i></p> <p><i>Week 1: Product or practice that prepares students for the WOW!</i></p>



Core Apprenticeship Library
Apprenticeship Sector: Health & Wellbeing
Unit Guide: Eat Smart



Week 2:
 Week 3:
 Week 4:
 Week 5:
 Week 6:
 Week 7:
 Week 8:
 Week 9:
 Week 10:
 WOW!

Note to Writer: Fill in weekly details, here are examples:

EXAMPLE 1:

<https://drive.google.com/a/citizenschools.org/file/d/0B1Ac8nDh50UyZXRqdXVvTjJQV0U/edit?usp=sharing>

EXAMPLE 2:

<https://drive.google.com/a/citizenschools.org/file/d/0B1Ac8nDh50UyRWRJZnJNTIVycURNZ3ZaaWZlVjZrcWRaSkdJ/edit?usp=sharing>

EXAMPLE 3:

<https://drive.google.com/a/citizenschools.org/file/d/0B1Ac8nDh50UyRWRJZnJNTIVycURNZ3ZaaWZlVjZrcWRaSkdJ/edit?usp=sharing>






Co-Teaching Structures Guide

<i>Teaching Model</i>	<i>Description</i>	<i>Why should we use it?</i>	<i>When should we use it?</i>
-----------------------	--------------------	------------------------------	-------------------------------



Core Apprenticeship Library
Apprenticeship Sector: Health & Wellbeing
Unit Guide: Eat Smart



<p>Parallel Teaching</p> 	<p>Class is split into two (or more) small teams. <u>Same</u> content is taught to each team.</p>	<ul style="list-style-type: none"> ·Low student-teacher ratio ·Greater proximity to high-risk students ·Co-teachers have equal presence and responsibility in the classroom 	<ul style="list-style-type: none"> ·When we can plan effectively together to ensure we teach the same content to each group well. ·Classroom's physical structure permits it. ·For lessons with heavy independent work ·Need to provide a lot of individual attention
<p>Station Teaching</p> 	<p>Class is split into two (or more) small teams. <u>Different</u> material taught to each group simultaneously and then teams switch or teachers switch.</p>	<ul style="list-style-type: none"> ·Low student-teacher ratio ·Co-teachers have equal presence and responsibility in the classroom. ·More variety in teaching methods for teachers and students 	<ul style="list-style-type: none"> ·When a lesson can be split into two mutually exclusive and equally timed parts (e.g. using a camera/critiquing a photo, chopping vegetables/measuring ingredients) ·When the classroom's physical structure permits it ·For lessons with a lot of knowledge or skill-building
<p>Team Teaching</p> 	<p>Both teachers actively teach the material taking turns during the lesson to lead teach. While one teacher is lead teaching the other goes around to groups or individual students.</p>	<ul style="list-style-type: none"> ·One teacher can pay attention to high-risk students while one teacher leads the full class. ·Co-teachers have equal presence and responsibility in the classroom. 	<ul style="list-style-type: none"> ·When it's difficult to effectively split a lesson into two stations ·When a lesson has lectures and independent practice time ·If most SPED students can follow whole-group instruction ·Best used with well-developed co-teaching relationship ·For lessons with a lot of group work
<p>Alternative Teaching</p> 	<p>One teacher remediates a small group of students (pre-teach, re-teach, supplement, or enrich) and catches them up for the main lesson being taught by the other teacher.</p>	<ul style="list-style-type: none"> ·Low student-teacher ratio. ·To remediate in class for a small group of students. ·To catch students up who may not have understood/missed previous lessons 	<ul style="list-style-type: none"> ·When the benefits from a few minutes of remediation/ pre-teaching will pre-empt greater misunderstandings for the lesson. ·When the classroom's physical structure permits small group in one part of the room. (CTs should not be left alone in the classroom with students.)
<p>One Teach, One Assist</p> 	<p>One teacher lead teaches the whole lesson and the other teacher works with individual students.</p>	<ul style="list-style-type: none"> ·To redirect behavior from an especially low functioning student. ·To pay greater attention to a student who needs one-on-one interaction in order to keep up 	<ul style="list-style-type: none"> ·If there is a particularly high-needs student(s) in the classroom that need specific support. ·During direct-teach sections of the lesson



The Pitch

Add description of a 2-3 minute interactive presentation of your apprenticeships. Presentations with props, interactive elements, and models of products similar to WOW! are typically most successful. The pitch should:

- Start with 2-3 sentences that a student would use to describe what they will be able to do by the end of the apprenticeship
- Guide CT(s) connecting their own experience to Apprenticeship topic when they introduce themselves
- Highlight the WOW!--what is all this building up to students knowing and doing at the end?
- Share how this apprenticeship will help prepare students for college and careers
- Describe a student who might enjoy or not enjoy this apprenticeship

Teacher's Note: This Pitch is designed to be led by two co-teachers. If you do not have co-teachers, see if you can coordinate a volunteer to act as "Teacher 1." This person could be a teacher from the school, a friend of the CT's or someone from the Citizen School's team.

- **Teacher 1**
 - **Say:** Hi everyone! I'm <insert name> and I'd like to welcome you to Eat Smart. I hope you don't mind, but I came here straight from work and I'm STARVING. While I tell you about this apprenticeship that I'm teaching, I'm just going to have a little snack.
 - **Action:** While you're talking, take a snickers bar (or comparable candy bar) out of your bag and start getting ready to open and eat it.
- **Teacher 2**
 - **Action:** Run in
 - **Say:** Whew! Hi there! I'm <insert name>! I'm sorry I'm late - Oh my goodness! What are you doing? You're seriously about to eat a candy bar while you tell these students about a healthy eating apprenticeship? That's not a good choice! A candy bar is a "once in awhile" food, not an all the time food! And we're trying to be a good example here. Geez...
 - **Say:** Pay no attention to him/her. This is an apprenticeship about how to eat smart and healthier! Together we will learn about the nutrients that help us do all the things in life that we want to do. We will make snacks and think about what we can substitute to make what we eat to be as healthy and nutrient rich as possible.
- **Teacher 1**
 - **Say:** Ok, you're right. This probably wasn't my greatest moment ever. But I really am hungry. I need a snack!
- **Teacher 2**
 - **Say:** Well lucky for you, a lot of this apprenticeship is about making simple substitutions that make it easy to make healthier choices- to nourish our bodies and NOT be hungry.
 - **Say:** In fact for our WOW! we will be advising the campus leadership on the menu for the WOW! Showcase. We'll look at their proposed menu and do a presentation suggesting changes to the menu to make it healthier and more nutrient rich!
- **Teacher 1**
 - **Say:** This is awesome but for the record...I'm still hungry...
- **Teacher 2**
 - **Say:** Hahaha- Ok, let's look at an example of a type of snack we might make in Eat Smart that is similar but much better for you than your candy bar. This is the Chocolate cracker. Everyone loves a little chocolate as a snack, but eating a candy bar fills us with a lot of empty calories. Instead, we'll make the Chocolate cracker and we'll get some great nutrients from each ingredient!
 - **Action:** Take out the ingredients from underneath the table.
 - **Model:** First I'll take a graham cracker and spread some chocolate hazelnut spread on it (Nutella or comparable spread), then I top with sliced bananas.
 - **Note:** For students with a nut allergy or who don't like chocolate, have marshmallow whip



Core Apprenticeship Library
Apprenticeship Sector: Health & Wellbeing
Unit Guide: Eat Smart



available. Premake a few graham cracker/marshmallow/banana crackers for these students.

- **Model:** Eat the Chocolate Cracker.
- **Say:** Mmmm... delicious!
- **Teacher 1**
 - **Say:** Still hungry over here...
- **Teacher 2**
 - **Say:** Oops, sorry. Here you go. And maybe you guys would like one too?
 - **Action:** Take out a tray of pre-made crackers and hand out 1 cracker per student.
- **Teacher 1**
 - **Say:** Though I do love a good candy bar just like anyone else, I know better than to replace healthy snacks or meals with candy. A candy bar is a food that is ok "once in awhile"- but not a good choice for an everyday snack. And DEFINITELY not a good choice when you're going to be the teacher of a healthy eating apprenticeship!
 - **Say:** We created this skit to let you know what you'll learn in Eat Smart and about our WOW!: ways to make healthy eating choices and advising the campus leadership on the menu for the WOW! Showcase. This apprenticeship will help you make more informed choices about what you eat and eating well will help prepare your mind and body to do well in school and in life. While you enjoy your Chocolate Cracker, does anyone have any questions for us?
 - **Take questions and answer them.**
 - **Say:** Thanks again for learning about Eat Smart! We hope to see you in our apprenticeship next week.

Materials Needed for Pitch Day

1. Table with space underneath to hide things- or an area to set aside the snack out of sight
2. A Snickers bar (or other comparable candy bar)
3. Box of graham crackers
4. [Nutella](#) (chocolate hazelnut spread) and [marshmallow](#) whip/fluff
5. Bananas (whole)
6. Butter knife
7. Chocolate crackers premade for all the students (assemble a small graham cracker square spread with chocolate spread and topped with slice(s) of banana)
 - a. Note: Premake at least 5-10% with marshmallow whip to accommodate those with allergies or preference.
 - b. Note: Though it is recommended that you pre-make all the student snacks, it is recommended that you have the ingredients on hand as visual display.
 - c. Note: It is recommended that you give each student the smallest size graham cracker possible with only half the cracker spread with chocolate. This will keep the snack approximately bite size and will reduce waste and mess.



Apprenticeship in Action

Describe CT anecdotes or suggestions based on prior experiences if this topic has been taught before. NPD reviewer will add this content in collaboration with External Engagement. Eventually we'll add images and links to stories. Links to resources and photos from previous years.

font size 9

Apprenticeship Description for WOW! Communications

In about 5 sentences, describe in the overall vision of this apprenticeship, including the WOW! that can be used to share overview with families and school partners, invite guests, share with colleagues, and put in WOW! brochure.

Note to writer: this is basically a version of the Apprenticeship overview paragraph from the first page of the unit guide, but the tone is directed to students, families and others who may not be familiar with this apprenticeship topic. The purpose is to make others interested in what students will/have learned and focus on the excitement of what students will know and be able to do at WOW!

See a sample [here](#).

font size 9

Apprenticeship Acknowledgements

Note to Writer: Include one paragraph any team members who contributed feedback, writing, or editing support. In this paragraph mention any financial or content area support from CTs or partner organizations

In a second paragraph, describe any previous versions of this unit and who contributed to them.

SAMPLE:

"Secrets of a Millionaire" was developed, modified and edited by Mandy Haeuser Gandin, Keely Ball, Kristin Hansen, Molly Bryson and Amy Hoffmaster as a third revision to the Fidelity Investments' Citizen Schools financial literacy curriculum. We'd like to recognize the entire Fidelity Investments team, led by Gary Blank and Rick Metters, for their support of the "Millionaire" curriculum and offer a special thanks to the Fidelity Citizen Teachers who provided feedback on the previous curriculum. We owe a particular debt of thanks to Roy Fralin, Jonathan Medeiros, and Kathleen Childs who also shared valuable resources they had created while teaching. Thank you!

The second revision, "Invest Like a Millionaire," was developed, modified and edited by Tracy Epp, Rachel MacNeill and



Core Apprenticeship Library
Apprenticeship Sector: Health & Wellbeing
Unit Guide: Eat Smart



Elijah Heckstall. The original Fidelity Investments' curriculum, "Who Wants To Be a Millionaire?" was compiled and edited by Jean Horstman, Becca Moskowitz and Lea Crusey.