Feed Me Better Apprenticeship

The Feed Me Better 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 math and presentation skills as they gain knowledge regarding how to prepare and choose foods that are not only nutritious but also delicious.

The Feed Me Better WOW! could be a presentation to school lunch decision-makers, school committee members, or even parents. Apprentices at the WOW! should be ready to "teach back" basic nutrition knowledge by demonstrating how to read nutrition labels and by making nutritious alternatives to the unhealthy snacks many children eat.

Ideal Citizen Teachers include chefs, nutritionists, public health workers and all others interested in nutrition.

WOW! Plan-Feed Me Better

WOW! Description: Apprentices will teach a potential audience of parents, school staff, food providers and younger students, of the health benefits achieved by making changes to daily food and activity choices. At the WOW! Apprentices can present their knowledge of nutrition, demonstrate how to make a delicious and nutritious snack, serve healthy selections they learned to prepare during their apprenticeship and finally, present information regarding nutrition and the importance of leading an active lifestyle. An additional option for a WOW! could be apprentice lead, nutritional mini presentations within a grocery store (e.g. whole

Week	Lesson Topic	Learning Objectives What will the students learn today?	New Basic Skills Covered & Frameworks Addressed	Activities
1 Learn new skills *Model*	FOOD IQ	▪ Apprentices will build community within their apprenticeship team and develop excitement regarding the creation of nutritious and delicious foods ▪ Apprentices will analyze their Food IQ and begin to differentiate facts from fallacies concerning the nutritional value of foods ▪ Apprentices will develop basic Math skills	**New Basic Skill:** Teamwork **MA Curriculum Frameworks:** **Math:** 5.D.2, 5.P.6.	▪ Introduction ▪ Brainstorm/Did You know Activity ▪ Opening Ritual ▪ Creation of Power Snack ▪ Application of Skill: Food IQ Analysis ▪ *Math Extension*
2 Learn new skills *Model*	The Power of Food	▪ Apprentices will recognize the benefit of eating foods within from a variety of food groups and will examine the recommended portion size of identified foods (understanding the relationship between their body, nutrition and energy) ▪ Apprentices will begin to develop their oral communication skills through their mini presentation	**New Basic Skills:** Oral Communication Teamwork **MA Curriculum Frameworks:** **Math:** 5.N.13	▪ Discussion ▪ Literacy Activity ▪ Mini-Presentations ▪ Creation of Power Snack ▪ *Application of Skill/Extension Activity*

3 Learn new skills *Model*	A Look at Serving Size and Food Labels	▪ Apprentices will examine portion size and food labels to further develop their smart eating skills ▪ Apprentices will build community within their apprenticeship team and develop excitement regarding the creation of nutritious and delicious foods	**New Basic Skills:** Teamwork **MA Curriculum Frameworks:** **Math:** 7.M.1, 7.D.1	▪ Quiz Show Review ▪ Brainstorm/Discussion ▪ Literacy Activity ▪ Food Labels Activity ▪ Creation of Power Snack ▪ Application of Skill: *Quiz Game II*
4 Produce *Scaffold*	Applying Smart Eating Tactics	▪ Students will work cooperatively to solve problems ▪ Apprentices will develop/improve basic math skills	**New Basic Skills:** Teamwork **MA Curriculum Frameworks:** **Math:** 7.M.1,7.D.1	▪ Quiz Game Review ▪ Brainstorm/Discussion ▪ *Literacy Activity: School Cuisine* ▪ Creation of Power Snack ▪ Application of Skills: Making Smart Food Choices at Fast Food Restaurants Activity
5 Produce Scaffold	Grocery Store Scavenger Hunt	▪ Apprentices will identify serving size, fat, and daily percentages on a nutrition labels	**New Basic Skills:** Teamwork	▪ Introduction ▪ Explanation Time ▪ Scavenger Hunt ▪ Power Snack ▪ Wrap Up Discussion
6 Practice *Coach*	The Importance of Activity	▪ Apprentices will demonstrate an understanding of the importance of being active ▪ Apprentices will develop their oral communication skills	**New Basic Skills:** Oral Communication Teamwork **MA Curriculum Frameworks:** **Math:** 5.D.2,.5.M.3.	▪ Brainstorm/Discussion ▪ Top Ten Lists Activity ▪ Physical Activity Recommendations Game ▪ *Brainstorm/Discussion/ Math Tie in* ▪ Creation of Power Snack ▪ Guest Speaker
7 Practice *Coach*	Media's Influence on Food Choice	▪ Apprentices will identify and explore how the media influences food and activity choices ▪ Apprentices will develop/improve basic math skills	**New Basic Skills:** Oral Communication Teamwork **MA Curriculum Frameworks:** **Math:** 5.D.1, 5.M.3 5.D.2, 5.N.13	▪ Quiz Show Team Review ▪ Media and Math Activity ▪ *Discussion* ▪ Creation of Power Snack ▪ Brainstorm for WOW!
8 Practice *Coach*	Prepping for WOW!	▪ Students will review the content and skills, which they have learned in weeks 1-7	**New Basic Skills:** Oral Communication Teamwork	▪ Preparing Food and Presentations
9 Practice *Fade*	Final Preparation for WOW!	▪ Students will review the content and skills, which they have learned in weeks 1-7	**New Basic Skills:** Teamwork Oral Communication	▪ Dress Rehearsal for WOW!
10 Perform *Fade*	WOW! TIME	▪ Students will apply the content and skills that they have learned throughout the apprenticeship	**WOW!**	**WOW!**

DESCRIPTION OF THE WOW!

Apprentices will teach a potential audience of parents, school staff, food providers and younger students, of the health benefits achieved by making changes to daily food and activity choices. At the WOW! Apprentices can present their knowledge of nutrition, demonstrate how to make a delicious and nutritious snack, serve healthy selections they learned to prepare during their apprenticeship and finally, present information regarding nutrition and the importance of leading an active lifestyle. An additional option for a WOW! could be apprentice lead, nutritional mini presentations within a grocery store (e.g. whole foods). Students could provide information to shoppers about improving their well-being through the changing of current habits surrounding nutrition, activity and the influence of media.

**The "Feed Me Better" WOW! may take a variety of forms with the audience depending on current state of school food contracts. Presentations can be made to food contractors, cafeteria staff, younger children, parents, community members. **

<u>WOW! Stamp of Approval</u>

REAL: Healthy eating has a direct correlation with healthy body and yet, it doesn't have to be hard! In a nation plagued by obesity it is important that students at a young age develop habits that promote life-long health. Through the completion of the "Feed Me Better" Apprenticeship students will learn strategies to improve their own health by making better (**delicious**) food and activity decisions. Further, students will "teach back" these new found skills to the community, helping to improve the health of those around them.

ADDS VALUE: Teaching about better food choices aids in the creation of a healthier community. In the instance of students (both the student teachers and learners) such knowledge will result in a healthier student and more productive school day. In the instance of presenting to food-providers and parents, students learn that they have a voice in the decisions that are made about the food with which they are provided.

PUBLIC: Students, regardless of the community members they teach, authentically learn that they are capable of using their own knowledge to make a positive impact in the lives around them.

TEACH BACK: The knowledge gained through their time in the apprenticeship coupled with the apprentices WOW! will provided apprentices with the skills to make better food choices, which will hopefully result in healthier bodies and minds.

Lesson Plans

Name of the Apprenticeship: Feed Me Better

Lesson Number and Title: Lesson 1 - Food IQ/Introduction

Citizen Teacher:

New Basic Skills: 1. Teamwork **Massachusetts Curriculum Frameworks:** **Math:** 1. 5.D.2- Construct and interpret bar graphs, Interpret and label circle Graphs 2. 5M3- Solve problems involving simple unit conversions within a system of measurement	**Content Objectives:** 1. Apprentices will build community within their apprenticeship team and develop excitement regarding the creation of nutritious and delicious foods 2. Apprentices will analyze their Food IQ and begin to differentiate facts from fallacies concerning the nutritional value of foods* 3. Apprentices will develop basic math skills

Agenda based on the lesson plan. Post in the room for the apprentices to see.

1.	Introduction/Review of Agenda	15 Minutes
2.	Set Context:	10 Minutes
3.	Activity: Food Journaling	10 Minutes
4.	Activity: Creation of Power Snack	20 Minutes
5.	Activity: Food IQ & Chart Creation	25 Minutes
6.	Teach Back: Review Game	05 Minutes
7.	Clean up:	05 Minutes

Initial Preparation and Space Set up:

- Post agenda

Introduction/ Review of Agenda **Time: 15 Minutes**

Procedure:

1. **Getting to Know Each Other**
   - **Getting to know the Citizen Teacher:**
     - The Citizen Teacher should introduce herself/himself
       - Where are you from? Where do you work?
     - Tell the apprentices why you are so excited about the apprenticeship!
     - What about your background brought you to choose to participate in this apprenticeship?
     - Why do you think it is so important to create nutritious and delicious foods?
     - What is the apprenticeship all about? What can apprenticeships expect?
   - Review the format:
     - *Every week we will learn new knowledge, create great food and look at why what we are learning is relevant to our lives-Why does it matter? We'll look at things like what keeps adults and kids from having healthy habits and what affect that could have on their life.*
2. **Building an apprenticeship community:**

   Ideas:
   - Introduce yourself with a food that begins with your name. For example: My name is Steve and I like Spaghetti.
   - Split the group up into pairs. Give them a few minutes to interview each other and then have them introduce one another to the group.
     - Ask the following questions: Name? Grade? Teacher in School? Favorite Food? Favorite activity after school? Why did you pick this apprenticeship topic?

Review Agenda:

- Review the timeline and agenda topics for the day.

Setting Context Brainstorm Activity **Time: 10 Minutes**

Set Context:

1. ***Context-Brainstorm/Discussion****:*
    - *Now that we know that one of the goals of the apprenticeship is to make our eating habits more nutritious are there any questions?*
    - *What do you hope to learn?*
    - *How many of us think that there are things about how we eat that could use a little changing?*
    - *Can anyone think of habits that we already know we should change?*
    - *The CT should help build trust and authenticity through recognizing what they could change.*
2. **Did you Know Discussion:**
    - Did you know? Nearly half of American youth ages 12 to 21 are not vigorously active on a regular basis.
        - How many of you will participate in a sport or another vigorous activity today? Why? Why not?
        - *We are going to look at this idea in an upcoming meeting, but for now we should try to remember that making smart decisions is not only about food, but about staying active.*
    - Less than **one-third** of young people in the United States eat recommended amounts of fruits and vegetables.
        - *Typically, kids your age should eat 3 servings of vegetables and 2 servings of fruit each day. We will look at this a little later, but how many of you have had 2 servings of fruits or vegetables today?*
3. **Brainstorm/Discussion**:
    - Are you surprised by these facts? Why/Why not?
    - Are these facts representative of this group?
    - Are there any foods we can think of that are not only delicious, but are nutritious?
        - (*Be prepared for no. Try to offer some suggestions, but understand that you may not receive initial buy-in. That is the overriding objective of the apprenticeship to help apprentices **change** their habits and those around them)*.
    - During this apprenticeship we are going to learn skills that help us make better decisions about the food and activities we choose after school to help keep our bodies healthy and active.
4. **Brainstorm/Discussion: Thinking about who to teach**:
    - *Besides us, what types of people may benefit from learning about delicious and nutritious food? (Parents, smaller children, etc)*
    - Explain how not only are the apprentices going to learn how to change some of their own food choice/eating habits, but for their WOW! apprentices are going to use what they learn to teach other people.

Brainstorm/Discussion

- Who do you want to teach back to?
- What are some interesting ways we could think about our "teach back?"
    - Science Fair type presentation
    - Skit
    - Game show
    - Food Network type food show

Activity 1: Food Journaling **Time: 10 Minutes**

Materials Needed For Activity 1:

- Food Journals

Space Set Up for Activity 1:

- None

Procedure For Activity:
Food Journaling

1. Say:
    - *Each week, we are going to take some time to write in our "food journals." Starting next week, we will use the journal to play a game, but for today we will just set the first entry up.*
    - *After each week I will take the journals back and write you messages. At the end of the apprenticeship we will look at if our eating habits have changed.*
2. Give each apprentice a food journal.
3. Instruct apprentices to decorate the cover of their journal with their name and drawings of their favorite foods.
4. Ask apprentices to complete the first entry in their food journal.
5. Tell apprentices that they may leave the Food Group section of the page blank, as they will learn all about food groups later.
    - *CT should model by creating his/her own food journal. The CT should share his/her journal with the class after the time allotted and encourage the apprentices to share their journals with the group. Remind group that the point of the journaling is to see if we can incorporate what we learn into our day to day habits.*

Activity 2: Creation of Nutritious and Delicious Power Snack **Time: 20 Minutes**

Materials Needed For Activity 2:

- Turkey
- A mini wheat tortilla
- Tomato
- Shredded lettuce
- Cheddar cheese
- Fat free ranch salad dressing
- Tooth pick (optional)

Space Set Up for Activity 2:

- Central Table for Modeling

Procedure For Activity:

1. Ask apprentices if they can name the nutrition groups.
2. List nutrition groups on the board including a few foods found in each (Encourage participation in the list by asking for volunteers to write on the board and come up with ideas).
3. Go back to the food journals, using the list on the board fill in the second half of the food journal chart.
4. Inform apprentices that they will learn about food groups in more detail, but today they are going to end the day learning to make a quick DELICIOUS and NUTRITIOUS snack.
5. For this power snack we are going to use a recipe that represents all the food groups (As you create the sandwich pause and to classify each food into the food groups):
    - **Take 1 thin slice of turkey.**
        - Turkey is a form of protein
            - *Does anyone know why we should eat protein?*
                - *Your body uses the protein you eat to make lots of specialized protein molecules that have specific jobs. For instance, your body uses protein to make **hemoglobin** (the part of red blood cells that carries oxygen to every part of your body. Other proteins are used to build cardiac muscle. What's that? Your heart! In fact, whether you're running or just hanging out, protein is doing important work like moving your legs, moving your lungs, and protecting you from disease. . Protein builds up, maintains, and replaces the tissues in your body.*
            - *Can anyone think of other foods that have protein?*
                - *Many foods contain protein but the best sources are beef, poultry, fish, eggs, dairy products, nuts, seeds, and legumes like black beans and lentils.*
    - **And place it on a mini wheat tortilla.**
        - A wheat tortilla is a type of carbohydrate

- *What do carbohydrates do for our body? Most foods contain carbohydrates, which the body breaks down into simple sugars - the major source of energy for the body. There are two types of carbohydrates- **Simple carbohydrates:** These are also called simple sugars. Simple sugars are found in refined sugars, like the white sugar you'd find in a sugar bowl. If you have a lollipop, you're eating simple carbohydrates. But you'll also find simple sugars in more nutritious foods, such as fruit and milk. It's better to get your simple sugars from food like fruit and milk. Why? Because they contain vitamins, fiber, and important nutrients like calcium. A lollipop does not. **Complex carbohydrates:** These are also called starches. Starches include grain products, such as bread, crackers, pasta, and rice. As with simple sugars, some complex carbohydrate foods are better choices than others. Refined grains, such as white flour and white rice, have been processed, which removes nutrients and fiber. But unrefined grains still contain these vitamins and minerals. Unrefined grains also are rich in fiber, which helps your digestive system work well. Fiber helps you feel full, so you are less likely to over eat these foods. That explains why a bowl of oatmeal fills you up better than sugary candy that has the same amount of calories as the oatmeal.*

o **Top with a thin slice of tomato or some shredded lettuce.**

- *Eating plenty of fruits and veggies may help reduce the risk of many diseases, including heart disease, high blood pressure, and some cancers And are rich in vitamins and minerals that help you feel healthy and energized.*

o **Top that with a thin slice of low fat sharp cheddar cheese.**

- *Milk, yogurt and cheese are our body's best sources of calcium. One 8-ounce cup of milk provides 30 percent of your daily requirement, and it is more readily absorbed than calcium from other sources. Calcium helps build bone mass and maintain bone density. Because of this, it is an important food in preventing the osteoporosis (the breakdown of our bones). Dairy foods contain high-quality protein. Milk has all the essential amino acids, so it's as good as meat or fish as a source of protein. One 8-ounce glass of milk or an ounce of cheese provides 8 grams of protein. Fat-free milk is one of the leanest protein sources available.*

o **Drizzle with a bit of fat free ranch salad dressing and roll up tightly, securing with a toothpick, if needed.**

6. As apprentices snack, write the definitions to hemoglobin, simple carbohydrates and complex carbohydrates into their vocabulary list.
7. As Apprentices snack, collect journals so the CT can provide feedback for next week.

Activity 3: Check Apprentices Food IQ[1] **Time: 25 Minutes**

Materials Needed For Activity 3:

- Copies of food IQ Quiz
- Large Paper
- Markers

Space Set Up for Activity3:

- None

Procedure For Activity:

Check Apprentices Food IQ

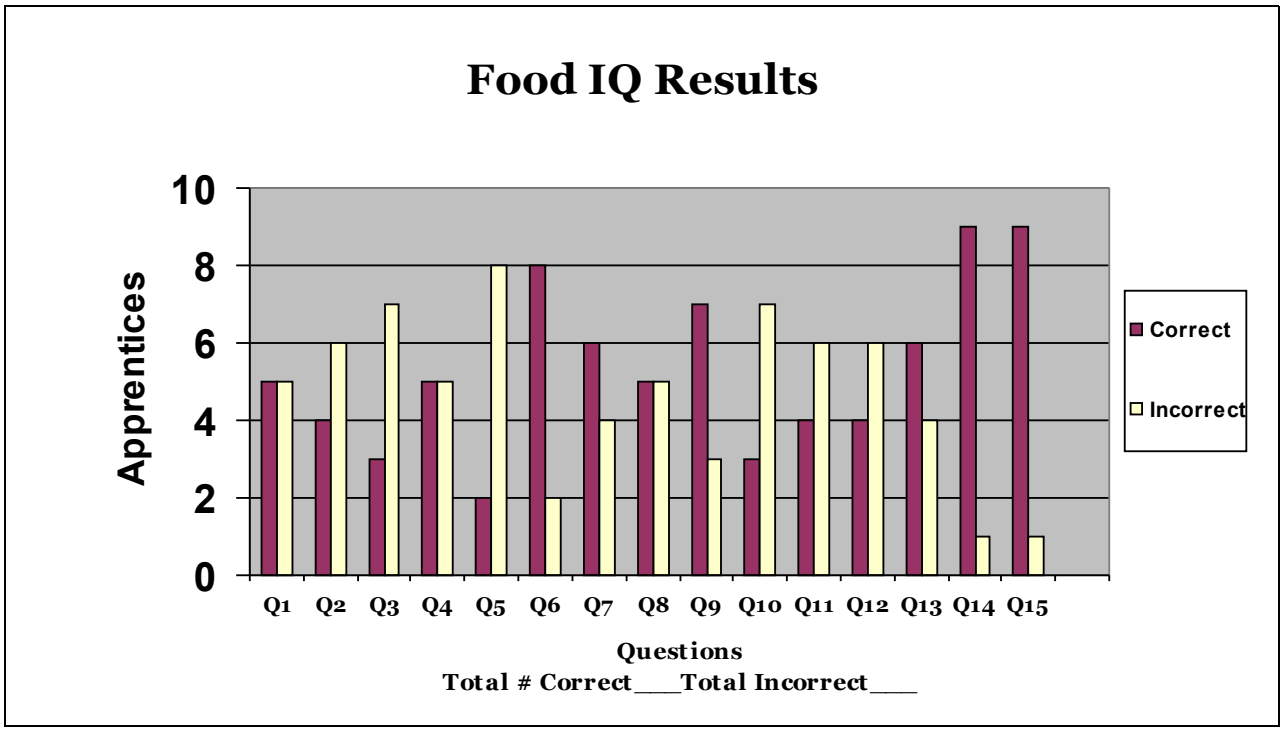
1. Pass out Check your Food IQ activity.
2. Have apprentices complete the quiz *(Walk around and see if anyone needs help reading the questions or deciphering terms).*
3. Be proactive regarding the questions you think will be particularly difficult for kids to understand.
4. Go over the correct answers to the quiz (*Good place to start learning names! Ask for a volunteer to read the question and having them reintroduce themselves.)*
5. *Potential Math tie in*-At the end of the quiz or after each question ask the group "Who answered #1 correctly?" write the number of correct answers over the total number of apprentices- This is an easy way to introduce

[1] www.fairbanksgirlscouts.org/programs/FoodIQQuiz.pdf -

fractions and ratios to the apprentices, without it seeming like school.

6. As an extension math activity you can create a large bar graph on the board or on a large piece of paper or have apprentices create a chart with a partner. (Make sure to hang up the charts when the group is done).

See example:



7. Relate back to the objectives- Remind apprentices that over the next 9 weeks that they will be working to improve their Food IQ.

Closing & Teach Back	**Time: 5 Minutes**

Review what you covered in this session and tell them what is coming for the next session. Be sure apprentices learned by having one or more of them teach back.

1. Play a Quick *Popcorn Review Game. CT asks the first question about what was learned in the lesson, whichever apprentice answers the question gets to ask another question to the group- See if every apprentice can answer a question. Or Play a Sit down Stand up game where an apprentice asks a true or false question about what they learned and the rest of the group stands up if they think it's true and stays seated if it is false. This way apprentices teach back through their review.*

Clean Up	**Time: 5 Minutes**

The following roles will be designated to different apprentices to build team accountability. Roles will rotate each week (these may change dependent on the space being used)

- Tabletop captains (clean off tables)
- Material organizers (makes sure that all materials are put away)
- Chair police (make sure all chairs are up on the tables)
- Visual captains (take down and store visuals)

Name of the Apprenticeship: Feed Me Better

Lesson Number and Title: Lesson 2 - The Power of Food

Citizen Teacher:

New Basic Skills: ▪ Teamwork ▪ Oral Communication **Massachusetts Frameworks:** **Math:** 1. **5.N.13-**Accurately and efficiently add and subtract positive fractions and mixed numbers with like denominators and with unlike denominators	**Content Objectives:** 1. Apprentices will recognize the benefit of eating foods within from a variety of food groups and will examine the recommended portion size of identified foods (understanding the relationship between their body, nutrition and energy) 2. Apprentices will begin to develop their oral communication skills through their mini presentation

Agenda based on the lesson plan. Post in the room for the apprentices to see.

2. Opening Ritual: *Food Journaling*	10 Minutes
3. Review Agenda and Set Context	05 Minutes
4. Activity: *The Food Groups Literacy Activity*	15 Minutes
5. Activity: *Food Group Teamwork Mini Presentations*	30 Minutes
6. Activity: *Creation of a Power Snack*	15 Minutes
7. Closing, Questions and Teach Back: *Review Chart*	10 Minutes
8. Clean up: *Assign Roles*	05 Minutes

Initial Preparation and Space Set up:
Apprentices will sit in groups of 3 or 4, at large tables or clusters of desks.
Agenda should be displayed in the front of the room.

Opening Ritual : Food Journaling/Food Category Game **Time: 10 Minutes**

Materials Needed For Opening Ritual :

- Food Journals
- Post Its
- Large Pieces of Paper

Procedure

Introduction-Opening Ritual - Food Journaling/Food Category Game

- Give each apprentice their food journal and give them time to read the comments made by the CT/TL/TF.
- Review the five food groups as you hang the up signs with each food group and fats and oils around the room.
- Ask apprentices to complete the second entry in their food journal. Tell them to do their best in regard to the Food Group section (Walk around and see if anyone has questions).
- When the apprentices are done pass out 3-5 post-its to every apprentice and ask them to copy 3-5 of the food they ate at lunch onto the post-its.
- When all apprentices are done have apprentices stand in the middle of the room with their completed post-its.
- Instruct apprentices that when you say “go” they are to run and stick their foods under the correct food group name.
- When done review the foods placed under each food group.
- Brainstorm delicious options to replace some of the foods placed in the fat and oil group.
- Briefly touch upon the important concept of variety.

Brainstorm/Discussion

- *When you look at your journal or up where you placed your foods, did it seemed to be balanced?*
- *Were there many food groups represented in your lunch or just one?*
- *How many people had mostly vegetables? Grains? Etc…*
- *Why do you think we, when given the option, eat from only one or two food groups?*

Set the Context and Review Agenda **Time: 5 Minutes**

Brainstorm/Discussion

- Ask apprentices to brainstorm ideas of what "healthy eating" means.
  - *Explain how nutrition is always changing and that the US Dietary Guidelines and other nutrition recommendations are updated every few years. To help people make healthy decisions when making meals and snacks.*
  - *"What types of things do we know about the food groups?"*

Review Agenda:

- Review the timeline and agenda topics for the day.

Activity 1:Introduction to the Food Groups: Literacy Activity **Time: 10 Minutes**

Materials Needed For Activity 1:

- *Copies of Guide to Smart Eating Passage*
- *Copies of Smart Eating Questions*
- *Blackboard/Large piece of Paper*

Space Set Up for Activity 1:

- (Optional) Write Smart Eating questions on the board before you begin reading the passage; this will help focus apprentices as they read.

Procedure For Activity 1:

Literacy Activity

- Pass out the Guide to smart eating that outlines the guidelines to healthy eating and corresponding questions. (Appendix A).
- Read the passage together.

Brainstorm/Discussion

- As a group answer the following questions.
- *It may be a good idea to keep apprentices on task by having a volunteer answer the questions on the board.*
  - *What are the key components of a nutritious eating plan?*
  - *What are the two main categories of nutrients?*
  - *What makes them different from one another?*
  - *Name some examples of macronutrients and micronutrients.*
- Write the definitions of macronutrients and micronutrients on the board and ask the apprentices to add the two terms to their vocabulary list.

Activity 2: Food Group Teamwork Presentations **Time: 35 Minutes**

Materials Needed For Activity 2:

- *Copies of Food Group Mini Presentation Directions*
- *Copies of Why is it Important to Eat_____ group information*
- *Copies of*
- *Poster board*
- *Markers*

Space Set Up for Activity 2:

- *Poster Material Area*
- *Help Apprentices set up "Tables" of desks for poster work*

Procedure Activity 2:

Teamwork Presentations

1. Tell apprentices that they are going to create mini presentations about the various food groups using posters they create and the information that they are given.
2. Pass out information direction sheet and read Food Group Mini Presentations directions aloud to the class. *You*

may want to ask for a volunteer to read aloud to help keep apprentices on task.

3. ***Brainstorm/Discussion before Apprentices Begin the Activity:***
   - *What is the goal of the activity?*
   - *What should the posters be like if we are trying to persuade someone of why it is smart to eat from our food group? (Colorful, informative etc...)*
   - *Read through tips for presentations.*
4. Assign each apprentice a group.
   - Grain Group
   - Fruit/Vegetable Group
   - Meat/Bean Group
   - Dairy Group
5. Pass out information sheets to each group.
6. Pass out large pieces of paper, markers, magazines, scissors and other art supplies making sure to place the extra materials in the Poster Material Area.

Activity 3: Creation of a Power Snack **Time: 15 minutes**

Materials Needed For Activity 2:

- *Large Bowl to Mix Power Snack (or small bowls if apprentices are creating their own)*
- *Spoon (or spoons if apprentices are mixing their own).*
- *Small cups or sandwich bags*
- *Snack Ingredients:*
  - *4 cups crispy corn or wheat cereal squares*
  - *1 cup dried mixed fruit, chopped or dried cranberries (try for no added sugar varieties)*
  - *1/4 cup yogurt covered raisins*
  - *1/3 cup chopped mixed nuts*
  - *2/3 cup banana chips*
- *Measuring Cups*

Space Set Up for Activity3:

- *Central Table To Model Creation of the Power Snack*

Procedure Activity 3:

1. Pass out recipe of Power Snack- Snack Mix.
2. Review with apprentices the fractions used in measuring cups.
   - *This could be a nice math tie in- quiz the kids using the cups- "If we only have a ¼ measuring cup and need ½ of a cup how many 1/4ths of a cup do we need to use etc.*
   - **Math Tie in**- *Divide group into groups and then they are forced to divide the measurement sizes.*
3. List the ingredients used in the recipe on the board/large piece of paper.
4. ***Brainstorm/Discussion:***
   - *What about this snack makes it a good choice for energy?*
   - *Note the use of dried fruit is higher in sugar than natural fruit, but still emphasize the use of fruit rather than a less healthy alternative like chocolate.*
   - *Discuss the use of nuts for protein, raisins and bananas as fruit, wheat as a carbohydrate/grain and yogurt raisins as a (not great, but ok, choice for dairy).*
   - *Ask why it is important not to overeat and brainstorm suggestions regarding portion size (keeping snack mix in small bags and eating just one etc).*
5. In a medium bowl, mix together crispy corn cereal squares, dried fruit mix, yogurt covered raisins, mixed nuts and banana chips- Divide into baggies or cups.

Closing & Teach Back **Time: 10 Minutes**

Review what you covered in this session and tell them what is coming for the next session. Be sure apprentices learned by having one or more of them teach back.

Brainstorm/Discussion

- *So earlier we learned all about nutrients both macronutrients and micronutrients. Can anyone remember what an example of a macronutrient is? What about a micronutrient?*
- *To end the day we are going to review these ideas and look at what foods give us those nutrients.*
- Present the: *What's with these nutrients* chart and have apprentices fill in the third "Where can I get it" column.

Clean Up	**Time: 5 Minutes**

The following roles will be designated to different apprentices to build team accountability. Roles will rotate each week.

- Tabletop captains (clean off tables)
- Material organizers (makes sure that all materials are put away)
- Chair police (make sure all chairs are up on the tables)
- Visual captains (take down and store visuals)

Making Smart Food Choices

What kind of fuel do you want to burn—French fries or fresh fruit? Do you see yourself as a tower built from whole grains, vegetables, lean meats, and milk or one relying on the strength of soda, French fries, and burgers? You get to choose.

Have you heard the saying, You are what you eat? Well it's true. The foods we eat contain many kinds of nutrients. Nutrients are the chemical substances in food that our bodies use to build our tissues and organs and fuel our growth, learning, and play. Macronutrients provide energy (calories) and include carbohydrate, fat, and protein. Macronutrients are the major components of food. Micronutrients include vitamins and minerals and are needed in very small amounts.
Micronutrients are present in many, but not all, foods and do not provide energy. Both groups of nutrients are important for building a healthy body (see apprentice resource 3.1).

Balance and variety: the key to Healthy eating

So what should you eat to get all the macro- and micronutrients you need? Have you seen the magazine headlines in the supermarket checkout lines lately? Everyone seems to want to know. The secret to healthy eating is choosing the right mix of foods. As you probably realize, most foods can be classified into one of five food groups: grains, fruits, vegetables, dairy, and meat or beans (foods high in protein). Experts agree that you can achieve a healthy balance of nutrients by emphasizing whole grains, fruits, and vegetables (including legumes) in your meals, and choosing smaller amounts of lean meats, chicken, fish, eggs, nuts and seeds, and low-fat dairy foods. Each food contains a unique set of nutrients, so to consume all you need, it's important to select foods from *all* the food groups and to eat *a variety* of foods within each group.

Understanding carbohydrate, Protein, and fat: the energy nutrients

All foods provide energy in the form of carbohydrate, protein, and fat. These macronutrients are the building blocks for the body to use to make and repair cells and provide energy to function. Carbohydrate (starch and sugar) breaks down into glucose, which the brain uses exclusively for fuel; it also serves as the primary energy source for muscles and organs. Because of its extensive use in the body, carbohydrate should be the primary energy source consumed in the diet. Grains, fruits, and vegetables are excellent sources of carbohydrate. On the Balanced Plate for Health, you will see that these food groups together take up the biggest "slices" on the plate. They also come with fiber (especially whole grains) and lots of vitamins and minerals. Another place where we find carbohydrate is in milk and other dairy foods. They are rich in the sugar lactose, and also are good sources of protein and calcium. The body requires a smaller proportion of energy from fat and protein. Therefore, foods that are high in protein and fat can be consumed in smaller quantities. This is why the meat and beans food group (foods naturally high in protein and fat) takes up only a small "slice" on the plate. Protein is necessary for making and repairing cells, such as muscle and skin cells. High protein foods include meats, poultry, fish, eggs, nuts, beans, and legumes. Fat is important for protecting organs, for nerve function, and for transporting the vitamins A, D, E, and K. Keep in mind that some fat is healthier than other fat. Unsaturated fat found in vegetable and fish oils is beneficial to health, whereas fat from animal sources (such as red meat and dairy) tends to be

A Quick Guide to Smart Eating

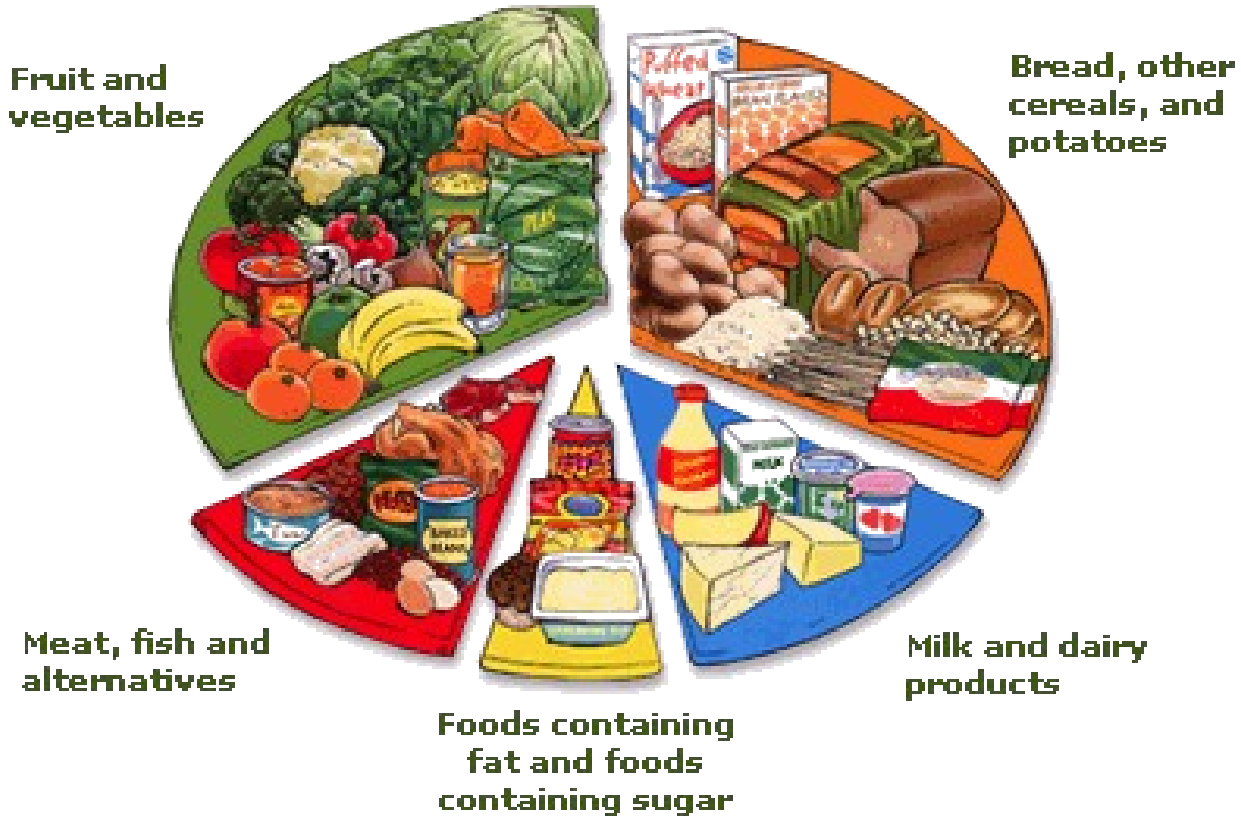
- Eat for variety. Foods from all food groups are important. Eat foods from all of the food groups every day, and choose a variety of foods within each food group. For optimum nutrition, eat more foods from the grain, fruit, and vegetable groups than from the meat and dairy groups.

- Eat fruits and vegetables at every meal and snack. This will make it easy to eat five or more servings of fruits and vegetables combined each day. Select fruits and vegetables of various colors (especially deep green vegetables and orange and red ones), and select those without added sugars or fat most of the time.

- Go for whole grains. Eat six to eight servings of grains each day, with at least three servings being whole grains. Choose whole grain breads and cereals that have at least 3 grams of fiber per serving and that are low to moderate in sugar (5 to 10 grams per serving).

- Choose foods with healthy fat. The type of fat you eat is more important to your health than the total quantity. Include sources of healthy unsaturated fat every day from foods such as nuts, seeds, fish, whole grains, and vegetable oils (for cooking). Limit saturated fat by replacing butter and lard with liquid vegetable oil when cooking, and by choosing lean meats and low-fat or fat-free dairy products. Avoid foods containing trans fat by purchasing foods with no partially hydrogenated vegetable oils in the ingredients list. Limit foods with lots of saturated and trans fat by eating them only sometimes.

- Limit foods and beverages with added sugar. Sugar-sweetened beverages (soda, sport drinks, fruit drinks) are the single largest source of added sugar in children's diets, followed by candy, cakes, and cookies. Because they offer so little nutritional value, it is best not to drink more than two 8-ounce (250-milliliter) servings of sugar-sweetened beverages per week. Instead, choose water and low-fat (or fat-free) milk as your primary beverage choices. Consume "sweets" only sometimes, and check food labels to avoid products with sugar in the first three ingredients.



Food Group Mini Presentations

Introduction:

In this activity you and your group will use a poster to help teach your classmates about a particular food group.

Directions:

1. **Assign roles (Depending on group size there could be one person filling more than one role or two people filling the same role): REMEMBER this person has a certain job, but EVERYONE has to play a part if you want your presentation to be great!**
    - **leader or chairperson** to help co-ordinate strategy and give the group direction
    - **timekeeper** who can hold you to deadlines and keep your group within specified time limits
    - **note-taker/chief highlighter**- to underline important notes in the reading
    - **chief artist**- major artist on the poster
    - **chief presenter**- speaks the most during the presentation
    - **script writer** – helps with writing the script to be used to present the material

2. **As a group read the information given.**
3. **Construct a poster that helps persuade an audience of the benefits of your food group.**
4. **Present the information (See below for some tips!)**

Presentation Tips:

- Begin your presentation by telling your audience what your topic is and what you will be covering.
- Speak in a clear, voice – loud enough to be clearly heard in the back row. Don't mumble
- Stand up straight, don't slouch or drape yourself around the podium. Don't be afraid to move around the room – moving around is good, it causes the audience to pay attention.
- Don't rock back and forth on your heels, don't tap a pencil or play with pencil or pointer – don't do things that will distract from your content.
- At the conclusion of your presentation ask for questions. Encourage questions with your eyes and your body language. Respond to questions politely, good-humoredly, and briefly. Take a quick moment to compose your thoughts before responding if you need to – but do not fill the moment with uh….
- At the end of your presentation, summarize your main points and give a strong concluding remark that reinforces why your information is of value.
- ***Show some enthusiasm!!!!***

Group Presentation Information Sheet: Group 1

Why is it important to eat grains, especially whole grains?

Eating grains, especially whole grains, provides many benefits. People who eat whole grains as part of a balanced diet have a reduced risk of some chronic diseases. Grains provide many nutrients that are vital for the health and maintenance of our bodies.

Benefits

- Eating at least 3 ounce equivalents a day of whole grains may help with weight management. Can help reduce the risk of heart disease, diabetes and cancer.

Nutrients

Grains are important sources of many nutrients, including dietary fiber, several B vitamins (thiamin, riboflavin, niacin, and folate), and minerals (iron, magnesium, and selenium).

- B vitamins (thiamin, riboflavin, niacin, and folate) play a key role in metabolism – they help the body release energy from protein, fat, and carbohydrates. B vitamins are also essential for a healthy nervous system. Many refined grains are enriched with these B vitamins.
- Iron is used to carry oxygen in the blood.
- Whole grains are sources of magnesium and selenium. Magnesium is a mineral used in building bones and releasing energy from muscles. Selenium is important for a healthy immune system.

Group Presentation Information Sheet: Group 2

Why is it important to eat fruit?

Eating fruit provides many benefits — people who eat more fruits and vegetables as part of an overall balanced diet are likely to have a reduced risk of some chronic diseases. Fruits provide nutrients vital for health and maintenance of your body.

Benefits

- Eating a diet rich in fruits and vegetables as part of an overall balanced diet may reduce risk for stroke and perhaps other cardiovascular diseases.
- Eating fruits and vegetables as part of an overall balanced diet may reduce risk for type 2 diabetes.
- Eating a diet rich in fruits and vegetables as part of an overall balanced diet may protect against certain cancers, such as mouth, and stomach cancer.
- Diets rich in foods containing fiber, such as fruits and vegetables, may reduce the risk of heart disease.
- Eating fruits and vegetables rich in potassium as part of an overall balanced diet may help to decrease bone loss.
- Eating foods such as fruits that are low in calories per cup instead of some other higher-calorie food may be useful in helping to lower calorie intake.

Nutrients

Most fruits are naturally low in fat, sodium, and calories. None have cholesterol.

- Fruits are important sources of many nutrients, including potassium, dietary fiber, vitamin C, and folate (folic acid).
- Diets rich in potassium may help to maintain healthy blood pressure. Fruit sources of potassium include bananas, prunes and prune juice, dried peaches and apricots, cantaloupe, honeydew melon, and orange juice.
- Dietary fiber from fruits, as part of an overall balanced diet, helps reduce blood cholesterol levels and may lower risk of heart disease.
- Vitamin C is important for growth and repair of all body tissues, helps heal cuts and wounds, and keeps teeth and gums healthy.

Group Presentation Information Sheet: Group 3

Why is it important to eat vegetables?

Eating vegetables provides many benefits — people who eat more fruits and vegetables as part of an overall balanced diet are likely to have a reduced risk of some chronic diseases. Vegetables provide nutrients vital for health and maintenance of your body.

Health benefits

- Eating a diet rich in fruits and vegetables as part of an overall balanced diet may reduce risk for stroke and perhaps other heart diseases.
- Eating a diet rich in fruits and vegetables as part of an overall balanced diet may reduce risk for type 2 diabetes.
- Eating a diet rich in fruits and vegetables as part of an overall balanced diet may protect against certain cancers, such as mouth, and stomach cancers.
- Diets rich in foods containing fiber, such as fruits and vegetables, may reduce the risk of heart disease.
- Eating fruits and vegetables rich in potassium as part of an overall balanced diet may reduce the risk of developing kidney stones and may help to decrease bone loss.
- Eating foods such as vegetables that are low in calories per cup instead of some other higher-calorie food may be useful in helping to lower calorie intake.

Nutrients

Most vegetables are naturally low in fat and calories. None have cholesterol. (Sauces or seasonings may add fat, calories, or cholesterol).

- Vegetables are important sources of many nutrients, including potassium, dietary fiber, folate (folic acid), vitamin A, vitamin E, and vitamin C.
- Diets rich in potassium may help to maintain healthy blood pressure. Vegetable sources of potassium include sweet potatoes, white potatoes, white beans, tomato products (paste, sauce, and juice), beet greens, soybeans, lima beans, winter squash, spinach, lentils, kidney beans, and split peas.
- Vitamin A keeps eyes and skin healthy and helps to protect against infections.
- Vitamin E helps protect vitamin A and essential fatty acids from cell oxidation.
- Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy. Vitamin C aids in iron absorption.

Group Presentation Information Sheet: Group 4

Why is it important to eat dairy?

Consuming milk and milk products provides many benefits—people who have a diet rich in milk and milk products can reduce the risk of low bone mass throughout the life cycle. Foods in the milk group provide nutrients that are vital for health and maintenance of your body. These nutrients include calcium, potassium, vitamin D, and protein.

Health benefits

- Diets rich in milk and milk products help build and maintain bone mass throughout the lifecycle. This may reduce the risk of osteoporosis.
- The intake of milk products is especially important to bone health during childhood and teenagers, when bone strength is being built.
- Diets that include milk products tend to have a higher overall nutritional quality.

Nutrients

Calcium is used for building bones and teeth and in maintaining bone strength. Milk products are the primary source of calcium in American diets.

- Diets rich in potassium may help to maintain healthy blood pressure. Milk products, especially yogurt and fluid milk, provide potassium.
- Vitamin D functions in the body to maintain proper levels of calcium and phosphorous, thereby helping to build and maintain bones. Milk that is fortified with vitamin D is a good source of this nutrient. Other sources include vitamin D-fortified yogurt and vitamin D-fortified ready-to-eat breakfast cereals.
- Milk products that are consumed in their low-fat or fat-free forms provide little or no solid fat.

Why is it important to make fat-free or low-fat choices from the milk group? Choosing foods from the milk group that are high in saturated fats and cholesterol can have health connections. Diets high in saturated fats raise "bad" cholesterol levels in the blood. The "bad" cholesterol is called LDL (low-density lipoprotein) cholesterol. High LDL cholesterol, in turn, increases the risk for coronary heart disease. Many cheeses, whole milk, and products made from them are high in saturated fat. To help keep blood cholesterol levels healthy, limit the amount of these foods you eat. In addition, a high intake of fats makes it difficult to avoid consuming more calories than are needed.

Group Presentation Information Sheet: Group 5

Why is it important to make lean or low-fat choices from the Meat and Beans group?

Foods in the meat, poultry, fish, eggs, nuts, and seed group provide nutrients that are vital for health and maintenance of your body. However, choosing foods from this group that are high in saturated fat and cholesterol may have health connections.

Why is it important to include fish, nuts, and seeds?

- Many people do not make varied choices from this food group, selecting meat or poultry everyday as their main dishes. Varying choices and including fish, nuts, and seeds in meals can boost intake of monounsaturated fatty acids (MUFAs) and polyunsaturated fatty acids (PUFAs). Most fat in the diet should come from MUFAs and PUFAs. Some of the PUFAs are essential for health—the body cannot create them from other fats.

Nutrients

Meat, poultry, fish, dry beans and peas, eggs, nuts, and seeds supply many nutrients. These include protein, B vitamins (niacin, thiamin, riboflavin, and B6), vitamin E, iron, zinc, and magnesium.

- Proteins function as building blocks for bones, muscles, cartilage, skin, and blood. They are also building blocks for enzymes, hormones, and vitamins. Proteins are one of three nutrients that provide calories (the others are fat and carbohydrates).
- B vitamins found in this food group serve a variety of functions in the body. They help the body release energy, play a vital role in the function of the nervous system, aid in the formation of red blood cells, and help build tissues.
- Vitamin E is an anti-oxidant that helps protect vitamin A and essential fatty acids from cell oxidation.
- Iron is used to carry oxygen in the blood.
- Magnesium is used in building bones and in releasing energy from muscles.
- Zinc is necessary for biochemical reactions and helps the immune system function properly.

Benefits

- Diets that are high in saturated fats raise “bad” cholesterol levels in the blood. The “bad” cholesterol is called LDL (low-density lipoprotein) cholesterol. High LDL cholesterol, in turn, increases the risk for coronary heart disease. Some food choices in this group are high in saturated fat. These include fatty cuts of beef, pork, and lamb; regular (75% to 85% lean) ground beef; regular sausages, hot dogs, and bacon; some luncheon meats such as regular bologna and salami; and some poultry such as duck. To help keep blood cholesterol levels healthy, limit the amount of these foods you eat.
- Diets that are high in cholesterol can raise LDL cholesterol levels in the blood. Cholesterol is only found in foods from animal sources. Some foods from this group are high in cholesterol. These include egg yolks (egg whites are cholesterol-free) and organ meats such as liver and giblets. To help keep blood cholesterol levels healthy, limit the amount of these foods you eat.

NAME_____

REVIEW: What's with these Nutrients?

Macronutrients	**Functions and Facts**	**Where can I get it?**
Carbohydrate	Also known as starch or sugar-**Major source of energy**	
Protein	Building blocks for things such as muscle and skin Repairs damage (Like when a cut heals)	
Fat	Stores energy in the body and protects internal organs Can both help and harm heart health	
Micronutrients	**Functions and Facts**	**Where can I get it?**
Calcium	Needed for strong bones and teeth. Stored in bones, but it can be lost from the bone if not enough is consumed in the diet.	
Iron	Carries oxygen through the blood to the muscles	
Vitamin A	Helps maintain vision and immune function	
Vitamin C	Fights infection Maintains healthy cells	

What's With These Nutrients (Answer Key)

Macronutrients	Functions and Facts	Where can I get it?
Carbohydrate	Also known as starch or sugar- **Major source of energy**	Grains (Bread, pasta, cereal, rice) Fruit Vegetables Milk
Protein	Building blocks for things such as muscle and skin Repairs damage (Like when a cut heals)	Fish, Chicken, Turkey, Meat, Milk and dairy foods, Nuts and Seeds, Eggs, Tofu, Soy
Fat	Stores energy in the body and protects internal organs Can both help and harm heart health	Healthy unsaturated fat comes from vegetable oils, fish, nuts Be careful to only eat a small amount of unhealthy saturated fat, which comes from meant, whole milk and cheese. Stay away from very unhealthy trans fat-fried foods, Processed baked goods
Micronutrients	Functions and Facts	Where can I get it?
Calcium	Needed for storing bones and teeth. Stored in bones, but it can be lost from the bone if not enough is consumed in the diet.	Low-fat milk, yogurt, cheese Broccoli Leafy greens Tofu Almonds Juice with added calcium
Iron	Carries oxygen through the blood to the muscles	Meat Dry beans Spinach Seafood Oatmeal with added iron
Vitamin A	Helps maintain vision and immune function	Red and orange vegetables and fruits,
Vitamin C	Fights infection Maintains healthy cells	Citrus fruits Berries Melon

Name of the Apprenticeship: Feed Me Better

Lesson Number and Title: Lesson 3 - A Look at Serving Size and Food Labels

Citizen Teacher:

New Basic Skills: 1. Teamwork **Massachusetts Curriculum Frameworks:** **Math:** 1. **7.M.1-**Select, convert (within the same system of measurement), and use appropriate units of measurement or scale. This standard is intentionally the same as standard 8.M.1. 2. **7.D.1-**Select, create, interpret, and utilize the following tabular and graphical representations of data: circle graphs, Venn diagrams, stem-and-leaf plots, tables, and charts.	**Content Objectives:** 1. Apprentices will examine portion size and food labels to further develop their smart eating skills. 2. Apprentices will continue to build community within their apprenticeship team and develop excitement regarding the creation of nutritious and delicious foods.

Agenda based on the lesson plan. Post in the room for the students to see.

9. Opening Ritual: Food Journaling and Game	10 Minutes
10. Review Agenda and Set Context: Snacks and Soda	15 Minutes
11. Activity: Serving Size Surprises	10 Minutes
12. Activity: Power Snack	15 Minutes
13. Activity: Food Labels	20 Minutes
14. Teach Back: Review Game	15 Minutes
15. Clean up:	05 Minutes

Initial Preparation and Space Set up:

- Post Agenda

Opening Ritual : Food Journaling/Food Category Game **Time: 10 Minutes**

Materials Needed For Opening Ritual :

- Food Journals
- Post Its
- Large Pieces of Paper

Procedure

Introduction - Opening Ritual - Food Journaling/Food Category Game

1. Give each apprentice their food journal and give them time to read the comments made by the CT/TL/TF.
2. Review the five food groups as you hang the up signs with each food group and fats and oils around the room.
3. Ask apprentices to complete the second entry in their food journal. Tell them to do their best in regard to the Food Group section (Walk around and see if anyone has questions).
4. When the apprentices are done pass out 3-5 post-its to every apprentice and ask them to copy 3-5 of the food they ate at lunch onto the post-its.
5. When all apprentices are done have apprentices stand in the middle of the room with their completed post-its.
6. Instruct apprentices that when you say "go" they are to run and stick their foods under the correct food group name.
7. When done review the foods placed under each food group.
8. Brainstorm delicious options to replace some of the foods placed in the fat and oil group.
9. Briefly touch upon the important concept of variety.

Brainstorm/Discussion

10. Ask:
    - *When you look at your journal or up where you placed your foods, did it seemed to be balanced?*
    - *Were there many food groups represented in your lunch or just one?*

- *How many people had mostly vegetables? Grains? Etc…*
- *Why do you think we, when given the option, eat from only one or two food groups?*

Set the Context and Review Agenda **Time: 15 Minutes**

Materials Needed:

- Can of Mountain Dew
- Bag of Chips (or other foods for demonstration)
- White granulated sugar
- Teaspoon
- Clear Measuring Cup

Review Agenda:

- Review the timeline and agenda topics for the day.

Set Context:

Serving Size:

***Brainstorm/Discussion*:**

1. Engage students in a brainstorm about portion size:
   - *Who knows what a serving size is? Is a serving size one cup?*
2. Hold up a drink that you could have bought in the school cafeteria or one that is typically drank by young teens.
   - *How many of you drink one of these with your lunch or after school? How many servings are in this Gatorade bottle? One right?*
   - Where can we find the serving size?
   - (Pick a volunteer) can you come up here and look at the serving size?
3. Hold up a bag of chips (as in a 99 cent grab bag type).
   - *What about this? How many servings are in this bag?*
   - Depending on engagement continue this exercise (other ideas-candy bars, crackers, cookies, etc).
4. Ask:
   - *How many of you are allowed to eat marshmallows for breakfast?*
   - *Why not? (Because there is too much sugar)*
5. Hold up a can of Mountain Dew Soda.
   - *How many of you drink a can of this or other regular soda a day? Two cans etc…*
   - *Let's see how much sugar is in the can.*
   - *Let's look at the nutrition label (see picture of mountain dew label if you do not have a can): It says that there is 46 grams of sugar in every can of Mountain Dew.*
   - *How much sugar actually is that though?*
   - Math Tie-in:
     - *Let's convert teaspoons to grams.*
     - *Each teaspoon equals 4 grams.*
     - *How many teaspoons of sugar are in each can of soda? (11.5 rounded up to 12).*
6. Measure out granulated sugar into a glass measuring cup to prove the point of how much sugar is in one can of Mountain Dew.
7. When finished ask:
   - *Is anyone surprised by what we just found out?*
   - *Why does serving size matter when we think about smart eating?*

Activity 1: Serving Size Surprises **Time: 15 Minutes**

Materials Needed For Activity 1:

- Serving Size Surprises copies
- Guided Questions
- Pasta
- Hockey Puck

Space Set Up for Activity 1:

- None

Procedure For Activity:

Literacy Activity:

1. Pass out Food Smarts: Serving Size Surprises
2. As a group read the article: Serving Size Surprises
3. During the reading pause to check in and ask guiding questions to ensure that apprentices understand the material

Hands on Activity:

4. Ask for volunteers: Have apprentices show the group actual serving sizes of some of the foods spoken about in the reading.
    - For example: Have a student measure out ½ a cup of pasta and have another student hold up a hockey puck.
5. Ask:
    - *Did this activity surprise anyone? Think about when you eat ice cream or cereal, are you only eating one serving size?*

Activity 2: Creation of Power Snack **Time: 20 Minutes**

Materials Needed For Activity 2:

- Cups
- Spoons
- 1.5 cups vanilla (or flavored) nonfat yogurt
- ½ cup fresh or defrosted frozen strawberries in juice (try for no sugar Added)
- ½ pint fresh blackberries, raspberries or blueberries (other fruit may be used
- ½ cup good quality granola (Try for the low-fat variety or substitute for a cereal)

Space Set Up for Activity 2:

- Middle Table to have as a modeling station

Procedure For Activity:

- ***Say:***
    - *Building on the skills the apprentices are using incorporate serving size, nutrition label analysis and math as you create a Yogurt Parfait.*
- As a group convert the recipe to feed 12 (10 apprentices and 1 CT and 1 TL) by multiplying each ingredient by 3.
- Take time to look at the nutrition facts on the packages as you create the snack.
- Take the time to look at the serving size and comment on the fact that in one serving of a yogurt parfait you are in fact eating more than one portion of food as you are eating a portion of yogurt, fruit and granola.

Yogurt Parfait Recipe (Snack size):

- 1.5 cups vanilla (or flavored) nonfat yogurt
- ½ cup fresh or defrosted frozen strawberries in juice (try for no sugar Added)
- ½ pint fresh blackberries, raspberries or blueberries (other fruit may be used
- ½ cup good quality granola (Try for the low-fat variety or substitute for a cereal)

Math Tie In:

Use this opportunity to practice conversion skills. Convert pints to cups, use different measuring cups.

Layer 1/6 (1/2 of 1/3 cup) vanilla yogurt into the bottom each of 5 glasses.

Combine defrosted strawberries and juice with fresh berries. Alternate layers of fruit and granola with yogurt until glasses are filled to the top. Serve parfaits immediately to keep granola crunchy.

Activity 3: Understanding Food Labels **Time: 15 Minutes**

Materials Needed For Activity 3:

- Copies of Understanding Food Labels Document

Space Set Up for Activity3:

- None

Food Labels:

Brainstorm/Discussion:

1. Engage students in a brainstorm about reading nutrition labels:
    - *Who knows what a nutrition label is? What types of things do nutrition labels list? Is it important to read nutrition labels?*

Literacy Activity:

2. As a group Read: Food Smarts: Understanding Food Labels.
3. During the reading pause to check in and ask guiding questions to ensure that apprentices understand the material.

Hands on Activity:

4. Ask for volunteers- Have apprentices show look at the back of food wrappers/containers and ask questions about various nutritional values (examples of food labels provided for instances wherein actual food labels can't be used).
    - **Math tie in:**
        - Ask questions about the percentages found on the back of the bags.
        - If you eat these four foods how many carbohydrates have you eaten? What percentage of carbohydrates? How many more carbohydrates can you eat? For more advanced students: If 14 grams of carbohydrates equals 5% how many grams of carbohydrates should you eat per day?
5. Ask:
    - *Did this activity surprise anyone?*
    - *What types of things can you use food labels to determine?*

Closing & Teach Back	**Time: 15 Minutes**

Review what you covered in this session and tell them what is coming for the next session. Be sure students learned by having one or more of them teach back.

Quiz Show Team Review

- Explain to students that you are going to review what you have learned so far during your apprenticeship.
- Divide apprentices into two groups.
- Have apprentices in a group write down review questions to be used in the game
- Explain the rules of the game
- Scoring one person from a team is going to be asked a question about what we have learned so far in the apprenticeship. If that person can answer the question without help from their team, the team receives two points. If the apprentice who was asked the question does not know the answer they may ask their team for help. If the team comes up with the right answer then the team receives one point.
- For Example:
    - **Scenario 1: End Result: Team Receives 2 points**
        - CT/TL: *Apprentice1 "What is an example of a food that is found in the grain group?"*
        - Apprentice 1: Pasta
    - **Scenario 2: End Result: Team Receives 1 point**
        - CT/TL: *Apprentice1 "What is an example of a food that is found in the grain group?"*
        - Apprentice 1: *I am not sure, I will now ask my team for help <team helps>*
        - Apprentice 1: *My answer is pasta*

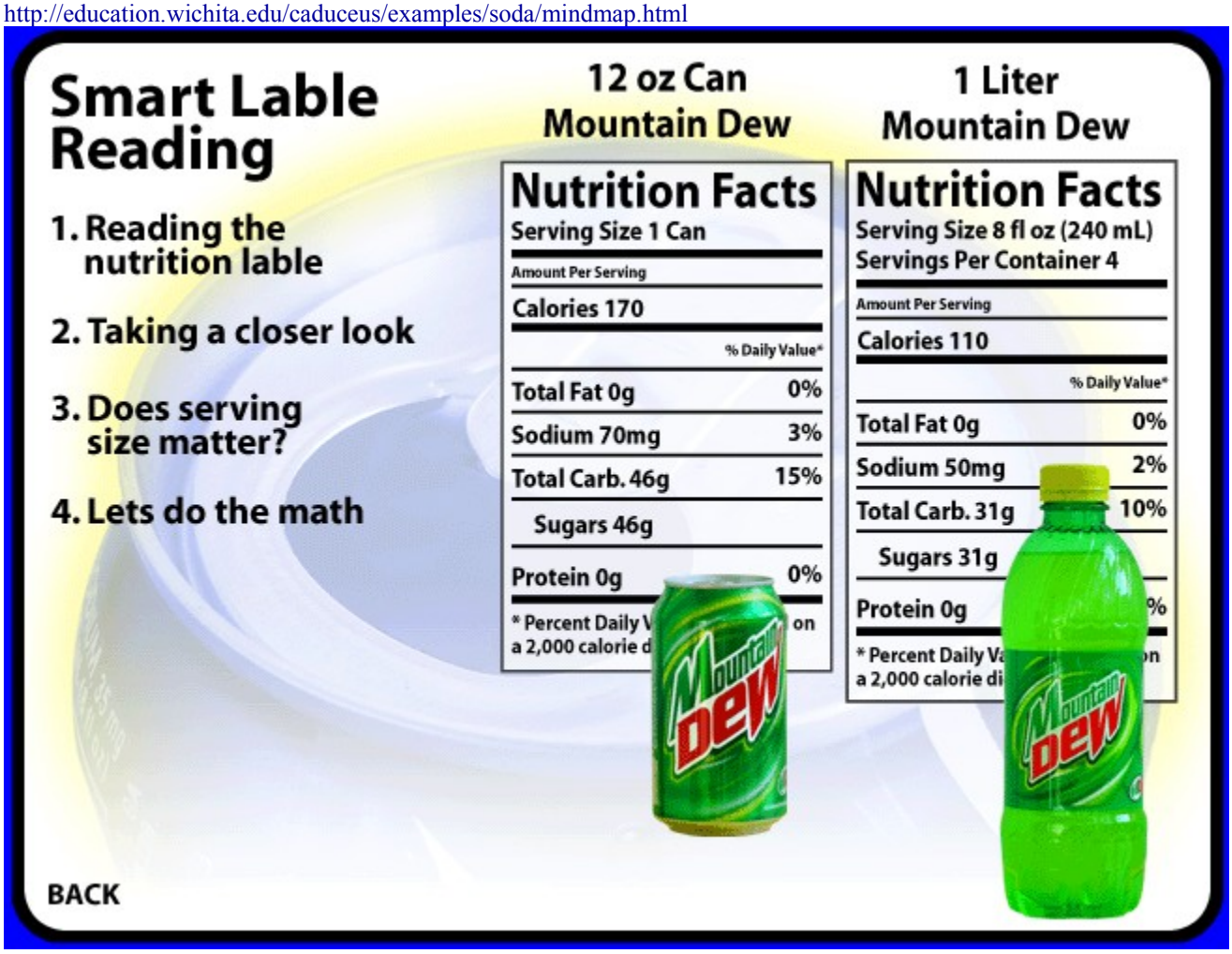
Depending on the school perhaps provide the winning team with sugar fee gum or a new pencil or something healthy, but fun.

Clean Up	**Time: 05 Minutes**

The following roles will be designated to different students to build team accountability. Roles will rotate each week.

- Tabletop captains (clean off tables)
- Material organizers (makes sure that all materials are put away)
- Chair police (make sure all chairs are up on the tables)
- Visual captains (take down and store visuals)

http://education.wichita.edu/caduceus/examples/soda/mindmap.html



Food Smarts: Serving Size Surprises[2]

If you've talked or read about nutrition, you've probably heard the term "serving," as in "Try to get about 3 servings of milk, cheese, or yogurt every day." This system sounds easy, but when you stop to think about it, just what exactly is a serving? Is it big, small, or somewhere in between? Your idea of a serving might not match somebody else's.

To clear up any confusion, the new government nutrition guidelines don't use the term "serving." Instead they use real measurements -- ounces and cups. So basically, when we talk about a cup of milk, it's just that: a measuring cup with milk up to the "one cup" line. Simple right? Well…there are some tricky bits here and there, but we'll show you how to think about it so it's all easy-cheesy (cheese…milk…get it?).

For example, portions from the Grain group are measured in ounces. Eating 6 ounces of bread, grains, pasta, and rice a day can sound like an awful lot. Is that like 6 whole loaves of bread? Thankfully, no! In fact, an ounce is pretty small. Here's an example:

1 ounce of bread = 1 regular sized slice
1 regular sized slice is about the size of a CD and as thick as your finger!

A sandwich made with 2 slices of regular bread equals 2 ounces from the grain group -- that's a third of what you should get in a day! If you're used to eating really big or thick bread slices, you might be looking at two ounces per slice…or 4 ounces per sandwich. 4 ounces out of a daily 6…that's two thirds of your grains! And one of those giant muffins you get at the bakery might be three ounces or more…half your daily grains just on breakfast, and you've still got lunch and dinner to think about!

Here are some more examples of ounces and cups in each of the Food groups.

Grains: (Get about 6 ounces a day)
1 ounce of grains = 1/2 cup of oatmeal or other hot cereal

- About 1 cup of dry cereal
- 1/2 cup of cooked pasta or rice
- 1/2 of an English muffin
    - Think of it this way:
      1/2 cup is about the size of a hockey puck!
    - 1 cup is about the size of a baseball or a fist!

Vegetables: (Get about 2 to 2.5 cups a day)
1 cup of vegetables =

- 1 cup of most raw or cooked vegetables or vegetable juice
- 2 medium carrots or a dozen baby carrots
- 1 large sweet potato or 1 medium white potato
    - Think of it this way:

2 cups raw leafy green vegetables (like lettuce). Yep, when counting raw leafy green veggies, two cups only counts as one!

Fruits: (Get about 1.5 to 2 cups a day)
1 cup of fruit =

- 1 small apple (2.5" diameter)
- 1 large banana (8" to 9" long)
- 1 cup of chopped, cooked, or canned fruit like applesauce or fruit salad
- 1 cup of fruit juice
- 1/2 cup dried fruit
    - Think of it this way:
      A medium piece of fruit is about the size of a baseball!

Dairy (Milk): (Get about 3 cups a day)
1 cup of dairy =

[2] pbskids.org/itsmylife/body/**foodsmarts**/article3.htm

- 1 cup of milk (a half pint container)
- 1 cup of yogurt (a regular 8 ounce container)
- 1.5 ounces of natural cheese (like cheddar or Swiss)
- 2 ounces of processed cheese (like American cheese slices)
    - Think of it this way:
      1 1/2 ounces of cheese is about the size of two dominoes!

Meat and Beans: (Get about 5 to 5.5 ounces a day)
1 ounce of meat or beans =

- 1 ounce of cooked lean meat, poultry, or fish
- 1/4 cup of cooked dry beans or 1/4 cup of tofu
- 1 slice sandwich turkey
- 1 egg
- 1 tablespoon of peanut butter or 1/2 ounce of nuts or seeds
- **So:**
  1 small steak = 3.5 to 4 ounces
  1 small chicken breast = 3 ounces
  1 small lean hamburger = 2 to 3 ounces
  1 can tuna = 3 to 4 ounces
  1 salmon steak = 4 to 6 ounces
- 1 cup split pea, lentil or bean soup = 2 ounces
  1 soy burger = 2 ounces
    - Think of it this way:
      A small steak or chicken breast poultry is about the size of a deck of cards!

Remember: A lot of foods you eat will contain servings from more than one food group.

- A cheeseburger might be 3 ounces of meat, 1/2 cup of cheese, 2 ounces of bread (the bun), and 1/2 cup of vegetables (the lettuce, tomato, pickles, and onions).
- A medium sized slice of pepperoni pizza probably contains 1 ounce of bread (the crust), 1/2 cup of vegetables (the tomato sauce), 1 cup of cheese, and an ounce or two of meat (the pepperoni). Eat three slices, and you've got 3 ounces of bread, 1 and 1/2 cups of vegetables, 3 cups of cheese and at least 3 ounces of meat. This means you've eaten all the dairy (milk) products you need for the whole day, and over half of the meat.

May Reduce Disease Risk. Eating plenty of fruits and veggies may help reduce the risk of many diseases, including heart disease, high blood pressure, and some cancers.

Vitamins & Minerals. Fruits and veggies are rich in vitamins and minerals that help you feel healthy and energized.

- **Calcium**: Calcium is essential for healthy bones and teeth. It is also needed for normal functioning of muscles, nerves and some glands.
- **Fiber**: Diets rich in dietary fiber have been shown to have a number of beneficial effects, including decreased risk of coronary heart disease.
- **Folate**: Healthful diets with adequate folate may reduce a woman's risk of having a child with a brain or spinal cord defect.
- Iron: Needed for healthy blood and normal functioning of all cells.
- **Magnesium**: Magnesium is necessary for healthy bones and is involved with more than 300 enzymes in your body! Inadequate levels may result in muscle cramps and high blood pressure.
- **Potassium**: Diets rich in potassium may help to maintain a healthy blood pressure.
- Sodium: Needed for normal cell function throughout the body. Most diets contain too much sodium which is associated with high blood pressure.
- **Vitamin A**: Keeps eyes and skin healthy and helps protect against infections.
- **Vitamin C**: Helps heal cuts and wounds and keeps teeth and gums healthy.

Food Smarts: Understanding Food Labels[3]

Look before you lunch! Scan before you snack! Get in the habit of checking out a food's Nutrition Facts box before you start scarfing it up.

Food companies are actually required by law to give you the plain facts about what you're about to eat. But since no food company will ever say something like, "This food is bad for you! Choose something healthier!", it takes some practice to read these labels and know what you're looking at.

Take the example of a snack-sized bag of "hot and spicy" crunchy cheese snacks. The bag is 2 and 1/8 ounces (60.2 grams) and about the size of a paperback book. Here's the Nutrition Facts label from the back of the bag:

Nutrition Facts

Serving Size 1 oz. (28g/About 21 pieces)
Servings Per Container About 2

Amount Per Serving

Calories 170	Calories from Fat 110
	% Daily Value*
Total Fat 11g	**17%**
Saturated Fat 1.5g	**8%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 250mg	**10%**
Total Carbohydrate 14g	**5%**
Dietary Fiber less than 1g	**2%**
Sugars 0g	
Protein 2g	

Vitamin A 2%	•	Vitamin C 0%
Calcium 0%	•	Iron 4%
Vitamin E 6%	•	Thiamin 4%
Riboflavin 2%	•	Niacin 4%
Vitamin B_6 2%	•	Phosphorus 2%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Let's go down the label and look at each section.

[3] pbskids.org/itsmylife/body/**foodsmarts**/article3.htm

1. **Serving Size: 1 oz.** Located at the top of the label, this tells you the amount of food used to measure all the other numbers on the label. The serving size for this food is 1 ounce, which equals about 21 cheese crunchies.

2. **Servings Per Container: About 2.** This tells you how many servings are in the bag. In this case, it says "about 2," but since the serving size is 1 ounce, and the bag is over 2 ounces, a little math will tell you that there are really MORE than two servings in the bag. Okay, so what does it mean? Well, since most people will eat the whole bag of snacks (it's a small bag after all) and the numbers listed only apply to one ounce (half the bag), that means you're really getting TWICE as much as the label says! So if the label says 170 calories per serving, and you eat the whole bag, you're really eating 340 calories!

   Remember: A lot of food companies will make their food servings small so it looks like the food is healthier than it really is. Make sure you always look at how many servings are in a bag, box, or can of food BEFORE you look at the rest of the numbers. Depending on how much of the food you eat, you may have to double or triple the numbers on the label.

3. **Calories: One Serving, 170 (Whole Bag, 340).** A calorie is a unit of energy, and different foods contain different amounts of calories. The average person needs about 2,000 calories to have enough energy for the day, and extra calories are usually stored as body fat. Since this snack has 340 calories per bag, eating the bag will account for 17% of all the calories you should eat in the day. That seems like an awful lot for a little bag of snacks!

4. **Calories from Fat: One Serving, 110 (Whole Bag, 220).** This tells you how many of the food's calories come from fat. In this case, 110 of the 170 calories in a serving of the cheese crunchies come from fat. That's a lot…almost 65%! The experts say you should only get about 30% of your daily calories from fat, which means this snack is very high in fat and probably not something you want to eat very often.

The next section of the label lists the amount of fat, cholesterol, sodium, carbohydrates, proteins, and vitamins and minerals this snack offers, compared to how much of these things you need each day. When reading these amounts, you should pay more attention to the percentages than to the grams. If a food has:

- 5% or less of a nutrient, it's considered a **poor source** of that nutrient.
- 10-20% of your daily recommended amount of a nutrient, it's a **good source** of that nutrient.
- More than 20%, it's **high** in that nutrient.

Let's look at a few important listings from this label.

1. **Total Fat: One Serving, 17% (Whole Bag, 34%).** We need some fat in our diets, because it's important for our skin and organs and a good source of energy. But too much fat can lead to weight gain and all the health problems that come with being overweight. If you eat this bag of cheese crunchies as a snack, you're getting 22 grams of fat, which represents 34% (over one third!) of a 2,000 calorie diet. Since you'll probably be getting fat from other sources during the day, this is probably too much from a small bag of snacks. This food is obviously high in fat, so it's not a smart snack choice. Remember to also check amounts and percentages of Saturated Fat and Trans Fat. These are types of fat than can be bad for you and lead to clogged arteries and heart problems, so you want to see small amounts and small percentages of these on most of your food labels.

2. **Sodium: One Serving, 10% (Whole Bag, 20%).** Sodium is basically the same as salt. Your body needs sodium in very small amounts, but too much can be unhealthy. Because sodium is added to many foods already, most of us get way more sodium than we need. In the case of these cheese crunchies, this one small bag contains 20% of the sodium you should get in a day, which means it's got a whole lot of salt for

such a tiny amount of food.

3. **Total Carbohydrates: One Serving, 5% (Whole Bag, 10%).** Your body needs plenty of carbohydrates for energy. This bag of cheese crunchies gives you 10% of the carbohydrates you need in the day, so it looks like it's a good source of them. But when you look at the label as a whole, you will see that to get these carbohydrates, you also have to eat lots of calories, gobs of fat, and tons of salt. It would be much smarter to get your carbohydrates from healthier sources, like whole wheat bread or pasta, without so much fat and salt.

4. **Sugars: One Serving, 0 grams (Whole Bag, 0 grams).** "Simple sugars" like processed sugar added to snacks and candies should be eaten in very small amounts, because they contain a lot of calories and don't offer a lot of good things to your body. This bag of cheese crunchies has no sugar at all, because it gets its flavor from salt instead. The best snack would be one that is low in both sodium AND sugar.

5. **Protein: One Serving, 2 grams (Whole Bag, 4 grams).** Protein is important to your body, especially the muscles, and provides energy. 10-20% of your daily calories should come from protein. These crunchies have very little protein, but that's not necessarily a bad thing, as long as you get your protein from other food during the day.

6. **Vitamins and Minerals (various amounts).** The bottom of the Nutrition Facts label lists some important vitamins and minerals that your body needs, and the percentages offered by this particular food. If you look at the list, you'll see that this bag of cheese crunchies is not a good source for any of them.

So what has this Nutrition Facts Label told us?

- To put it plainly, the Nutrition Facts Label has told us that this bag of cheese crunchies is nothing but "**empty calories.**" This means that the food has a lot of calories (340 calories for just over 2 ounces of food!) and doesn't offer much good stuff for your body.
- It's low in a lot of the things that are good for your body (like protein, vitamins, and minerals), and high in a lot of the things that can be bad for your body (like fats and sodium).

Remember: In general, when you read Nutrition Facts Labels, you should be looking for foods that are high in fiber, vitamins, and minerals and low in sugar, sodium, cholesterol, and fats (especially saturated fat and trans fat).

Before we move on, let's consider another label that's found on all foods: **the Ingredient List**.

- **First things first:** In any list, the biggest ingredients must be listed at the top. Beware of foods that start out with sugars (like sugar, corn syrup, and sucrose), fats and oils (vegetable oil, soybean oil), and salt. If these ingredients appear early in the ingredient list, the food is probably not a good choice.

Shorter is better: In many cases, the longer an ingredient is, the less natural and good for you the food is. Look for foods that have a short ingredient list with natural-sounding ingredients. If the ingredients are nothing but chemical names a hundred letters long, the food might be one to skip.

Yogurt Parfait Recipe (Snack Size)

- 1.5 cups vanilla (or flavored) nonfat yogurt
- ½ cup fresh or defrosted frozen strawberries in juice (try for no sugar Added)
- ½ pint fresh blackberries, raspberries or blueberries (other fruit may be used
- ½ cup good quality granola (Try for the low-fat variety or substitute for a cereal)

Layer 1/6 (1/2 of 1/3 cup) vanilla yogurt into the bottom each of 5 tall glasses. Combine defrosted strawberries and juice with fresh berries. Alternate layers of fruit and granola with yogurt until glasses are filled to the top. Serve parfaits immediately to keep granola crunchy.

Name of the Apprenticeship: Feed Me Better

Lesson Number and Title: Lesson Four - Applying Smart Eating Tactics

Citizen Teacher:

New Basic Skills: 1. Teamwork **Massachusetts Curriculum Frameworks:** **Math:** 1. **7.M.1-**Select, convert (within the same system of measurement), and use appropriate units of measurement or scale. *This standard is intentionally the same as standard 8.M.1.* 2. **7.D.1-**Select, create, interpret, and utilize the following tabular and graphical representations of data: circle graphs, Venn diagrams, stem-and-leaf plots, tables, and charts.	**Content Objectives:** 1. Students will work cooperatively to solve problems. 2. Apprentices will begin to build community within their apprenticeship team and develop excitement regarding the creation of nutritious and delicious foods.

Agenda based on the lesson plan. Post in the room for the students to see.

16. Opening Ritual: Food Journaling	10 Minutes
17. Review Agenda and Set Context:	10 Minutes
18. Activity: Time Magazine and School Lunch Analysis	25 Minutes
19. Activity: Creation of Power Snack	20 Minutes
20. Activity: Making Smart Food Decisions	10 Minutes
21. Teach Back: Review Game	10 Minutes
22. Clean up:	05 Minutes

Initial Preparation and Space Set up:

- Must be in an area with an oven or toaster oven

Opening Ritual : Food Journaling/Food Category Game **Time: 10 Minutes**

Materials Needed For Opening Ritual :

- Food Journals
- Post Its
- Large Pieces of Paper

Procedure

Introduction-Opening Ritual- Food Journaling/Food Category Game

1. Give each apprentice their food journal and give them time to read the comments made by the CT/TL/TF.
2. Review the five food groups as you hang the up signs with each food group and fats and oils around the room.
3. Ask apprentices to complete the second entry in their food journal. Tell them to do their best in regard to the Food Group section (Walk around and see if anyone has questions).
4. When the apprentices are done pass out 3-5 post-its to every apprentice and ask them to copy 3-5 of the food they ate at lunch onto the post-its.
5. When all apprentices are done have apprentices stand in the middle of the room with their completed post-its.
6. Instruct apprentices that when you say "go" they are to run and stick their foods under the correct food group name.
7. When done review the foods placed under each food group.
8. Brainstorm delicious options to replace some of the foods placed in the fat and oil group.

9. Briefly touch upon the important concept of variety.

Brainstorm/Discussion

10. Ask:
    - *When you look at your journal or up where you placed your foods, did it seemed to be balanced?*
    - *Were there many food groups represented in your lunch or just one?*
    - *How many people had mostly vegetables? Grains? Etc…*
    - *Why do you think we, when given the option, eat from only one or two food groups?*

Set the Context and Review Agenda **Time: 10**

Set Context:

***Brainstorm/Discussion*:**

1. Ask: *Who brings their lunch to school? Who eats food prepared in the cafeteria?*
    - Today, we are going to look at if what the cafeteria served for lunch today was the smartest food we could have eaten.

Review Agenda:

- Review the timeline and agenda topics for the day.

Activity 1: Time Magazine Article and School Lunch Analysis **Time: 25 Minutes**

Materials Needed For Activity 1:

- Copies of Time Magazine Article School Cuisine
- Copies of School Lunch Data and Charts

Space Set Up for Activity 1:

- Desk Tables of 2

Procedure:

Literacy Activity

1. Pass out copies of TIME article School Cuisine.
2. Read article as group.
3. Discuss the content of the article.
4. Ask:
    - *What surprised you about the article?*
    - *Which school lunch most resembles the one you eat at school?*
    - *What did you eat for lunch today?*

Analyzing School Lunch

5. Pass out Activity Sheet.
6. Brainstorm:
    - *What meal do you think will have the lowest fat value?*
    - *Which will have the lowest amount of calories?*
7. Divide Students into groups of two.
8. Pass out School Lunch data sheets and have students complete the activity in pairs.
9. Review answers as a group

***D*iscussion**

10. Ask:
    - What was most surprising about the lunches?
    - How could we make the lunch more nutritious without making it less delicious?

Activity 2: Creation of Power Snack **Time: 20 Minutes**

Materials Needed For Activity 2:

- Toaster oven or oven
- Whole grain bagels, sliced
- Italian style tomato sauce
- Shredded, part skim mozzarella cheese
- Plates

Space Set Up for Activity 2:

- Modeling Station

Procedure:

1. Say:
    - *A nutritious and delicious alternative to regular pizza is to use lower fat cheeses and whole grains.*
2. Pass out the recipe.
3. Have apprentices work with partners to convert the recipe to serve 2 in order to serve the amount of people in the group.
4. Walk around and help apprentices.
5. Use basic math skills to convert this recipe for two to serve the amount of apprentices in the group *(Remember the math infusion should seem as simply an act to complete a task not an extra math class).*
6. Create mini pizzas making sure to comment about the use of fractions as you cook.

Pizza Bagel

- 1 (2 ounce) whole grain bagel, sliced
- 2 tbsp Italian style tomato sauce
- 1/2 cup shredded, part skim mozzarella cheese

Preheat broiler or toaster over.

Spread sauce and sprinkle oregano on each bagel half. Cover with shredded cheese. Broil until cheese is melted and bubbly.

Activity 3: Making Smart Food Choices **Time: 10 Minutes**

Materials Needed For Activity 3:

- Copies of Smart Food Choices Activity

Space Set Up for Activity 3 :

- None

Procedure:

Literacy Activity

1. Pass out Making Smart Food Choices Activity.
2. Read and answer questions as a group.

Closing & Teach Back **Time: 10 Minutes**

Review what you covered in this session and tell them what is coming for the next session. Be sure students learned by having one or more of them teach back.

Quiz Show Team Review

- Explain to students that you are going to review what you have learned so far during your apprenticeship.
- Divide apprentices into two groups.
- Have apprentices in a group write down review questions to be used in the game.
- Explain the rules of the game.
- Scoring one person from a team is going to be asked a question about what we have learned so far in the apprenticeship. If that person can answer the question without help from their team, the team receives two points. If the apprentice who was asked the question does not know the answer they may ask their team for help. If the team comes up with the right answer then the team receives one point.
- For Example:
    - **Scenario 1: End Result: Team Receives 2 points-**
        - CT/TL: *Apprentice1 "What is an example of a food that is found in the grain group?"*
        - Apprentice 1: Pasta
    - **Scenario 2: End Result: Team Receives 1 point**
        - CT/TL: *Apprentice1 "What is an example of a food that is found in the grain group?"*
        - Apprentice 1: *I am not sure, I will now ask my team for help <team helps>*
        - Apprentice 1: *My answer is pasta*

Depending on the school perhaps provide the winning team with sugar fee gum or a new pencil or something healthy, but fun.

Clean Up **Time: 5 Minutes**

- Tabletop captains (clean off tables)
- Material organizers (makes sure that all materials are put away)
- Chair police (make sure all chairs are up on the tables)
- Visual captains (take down and store visuals)

NAME_____

Lunch Schedule Evaluation Sheet

Pick a Lunch Below and Using the Nutrition Facts Provided, Complete the Chart Below:

Food	Food Group	Total Calories	Total Fat	Saturated Fat	Fiber	Protein	Carbohydrates
1.							
2.							
3.							
4.							
5.							

	Total Calories in Meal: **Total Fat in Meal:**		

How many different types of food groups were represented at this meal?

From what you have learned so far, can you think of a way to make this meal smarter?

Monday's Lunch: Chicken Nuggets, Tater Tots, Roll, Variety Ice Cream Bar, Milk
Tuesday's Lunch –Hamburger, French Fries, Green beans, Yogurt, Milk
Wednesday's Lunch: Cheese Pizza, Chips, Chocolate Chip Cookies, Milk
Thursday: Chicken Cesar Salad, Chocolate Chip Cookies, Milk

NAME_____

Making Smart Food Choices Activity[4]

Situation:

You are at the mall with a group of friends. You promised your Mom that you would buy a nutritious meal (One less than 600 calories and) with the money she gave you for dinner. As you walk to the food court you are excited to see McDonald's, Taco Bell and Wendy's.

You wonder if it is possible to buy a meal at one of these fast-food restaurants that is well balanced (focusing on grains, fruits and vegetables) and contains only a moderate amount of fat and minimizes the intake of unhealthy fat.

You have consumed 1/3rd of the 65 recommended daily total fat grams.

Directions:

Look at the healthy eating guidelines and the fast-food menus given. Plan a meal that helps you meet the minimum requirements of fruits and vegetables and that does not exceed your recommended daily grams of total fat and saturated fat. Be prepared to share your answer.

Analyze:

1. **If you have eaten 1/3rd of the amount of fat allowed to you in a given day how many grams of fat could you eat during this meal?**

2. **What foods have you chosen? Why?**

3. **What was most difficult about this activity?**

4. **What was surprising?**

5. **How can you use what you learned during this activity in your real life?**

[4] From J. Carter, J. Wiecha, K. Peterson, S. Nobrega and S. Gortmaker, 2007, Planet Health, 2nd ed

Extension Questions:

Ann frequently eats at fast-food restaurants. She used the Internet to find the number of grams of fat in each of these items at one popular restaurant. She determined that her daily allowance of fat grams should not exceed 65.

Item	Grams of Fat		Item	Grams of Fat
Chicken Sandwich	25		Large Fries	25
Chicken Nuggets	9		Onion Rings	16
Small Fries	11		Chocolate Pie	18

1. Suppose she eats a chicken sandwich. Write a fraction in simplest form to show what portion of her daily allowance of fat grams the sandwich represents.
2. Select three different items in the table such that the total number of fat grams is less than 3/4 of her daily allowance of grams of fat.
3. Is it possible to find a combination of the foods in the table that would represent exactly 65 grams of fat? If so, list the combination. (Any food can be used more than once).

Nutrition Facts of Average School Lunch Foods

Food	Total Calories	Fiber (grams)	Protein (grams)	Carbohydrates (grams)	Total Fat (grams)	Saturated Fat (grams)
Chicken Nuggets	**360**	**0**	**20**	**20**	**22**	**5**
Cheese Pizza	**540**	**3**	**26**	**71**	**18**	**10**
Hamburger	**352**	**6**	**24**	**39**	**11.**	**4**
Cesar Salad	**531**	**8.86**	**23.59**	**21.72**	**37.34**	**9.42**
Chocolate Chip Cookie	**229**	**.18**	**2.19**	**32.19**	**9.88**	**2.95**
Tater Tots	**151**	**2.25**	**2.25**	**20.25**	**6.75**	**2.25**
French Fries (Baked)	**160**	**2**	**2**	**21**	**7**	**2**
Chips	**145**	**1**	**2**	**17**	**8.5**	**2**

Pizza Bagel Recipe

P 1 (2 ounce) whole grain bagel, sliced

P 2 tbsp Italian style tomato sauce

P 1/2 cup shredded, part skim mozzarella cheese

Directions:

Preheat broiler or toaster over. Spread sauce and sprinkle oregano on each bagel half. Cover with shredded cheese. Broil until cheese is melted and bubbly.

Name of the Apprenticeship: Feed Me Better

Lesson Number and Title: Lesson Five - Grocery Store Scavenger Hunt

Citizen Teacher:

New Basic Skills: 2. Teamwork	**Content Objectives:** 3. Apprentices will identify serving size, fat, and daily percentages on a nutrition labels.

Agenda based on the lesson plan. Post in the room for the students to see.

23. Opening Ritual: Food Journaling	05 Minutes
24. Review Agenda and Set Context: Discussion	05 Minutes
25. Activity: Review and Introduction	15 Minutes
26. Activity: Scavenger Hunt	40 Minutes
27. Activity: Creation of a Power Snack	10 Minutes
28. Teach Back: Discussion	05 Minutes
29. Clean up:	05 Minutes

Initial Preparation and Space Set up:

- Agenda Posted

Opening Ritual : Food Journaling/Food Category Game **Time: 5 Minutes**

Materials Needed For Opening Ritual :

- Food Journals
- Post Its
- Large Pieces of Paper

Procedure

Introduction-Opening Ritual- Food Journaling/Food Category Game

11. Give each apprentice their food journal and give them time to read the comments made by the CT/TL/TF.
12. Review the five food groups as you hang the up signs with each food group and fats and oils around the room.
13. Ask apprentices to complete another entry in their food journal.

Brainstorm/Discussion

14. Ask:
    - *When you look at your journal or up where you placed your foods, did it seemed to be balanced?*
    - *Were there many food groups represented in your lunch or just one?*
    - *How many people had mostly vegetables? Grains? Etc…*

Set the Context and Review Agenda **Time: 5 Minutes**

Set Context:

1. Introduce the exploration:
    - Today we are going to apply what we have learned so far in this apprenticeship.
2. Ask for a volunteer to write on the board.
3. Ask:
    - What types of things have we learned over the last few weeks?
        - Food groups, reading food labels etc…

Review Agenda:

- Review the timeline and agenda topics for the day.

Activity 1: Review and Introduction **Time: 15 Minutes**

Materials Needed For Activity 1:

- Nutrition Labels
- Copies of Scavenger Hunt Direction Sheet

Space Set Up for Activity 1:

- None

Procedure:

1. Explain:

- In order to be successful at the scavenger hunt activity you are going to be forced to use your nutrition fact analysis skills.
- Let's review. What is a nutrition facts label?
  - Nutrition Facts label: Is information on a package of food that lists the nutrient content of that particular food or drink. It provides information about serving size, calories, fat, fiber, sugars, protein and other nutrients.

2. Ask:
   - Who remembers what a serving size is?
     - Definition: A serving size is measured amount of food, or drink.
3. Explain:
   - Before we begin the scavenger hunt, let's review a few things on the label:
     - Point out the % daily value- this is the number that helps you know if there is a lot of a certain nutrient in a serving of food.
     - **Math tie in:** Use the label to talk about percentages.
4. Explain:
   - At the grocery store we are going to work in teams.
   - The challenge is to use the food label analysis skills to answer some questions about specific foods.
   - The second challenge is to find specific ingredients for our power snack.
   - Each group has a different ingredient(s) to find.
   - Each group will have 30 minutes in the store.
   - Let's review some rules about group work:
     1. Always be respectful!
     2. Listen carefully.
     3. Make sure everyone has a turn to speak.
     4. Do not use "put downs" or discouraging words, be positive.
     5. Give reasons for your opinions.
     6. Speak softly.
5. Divide apprentices into groups.
6. Pass out Scavenger Hunt Activity Sheet.
7. Review Directions with Apprentices (This may be done at the site or at the school).

Activity 2: Grocery Store Scavenger Hunt **Time: 40 Minutes**

Materials Needed For Activity 2:

- If making snack CT should bring funds to pay for ingredients.

Space Set Up for Activity 2:

- None

Procedure:

1. Travel and complete activity at Grocery Store

Activity 3: Creation of Power Snack **Time: 10 Minutes**

Materials Needed For Activity 3:

- Vanilla Pudding
- 1% Milk
- Granny Smith Apples
- Light Sour Cream
- Vanilla Extract
- Bowls
- Whisk

Space Set Up for Activity 3 :

- Middle table for modeling

Procedure:

1. Use the ingredients found during the scavenger hunt to create a nutritious and delicious power snack.
2. As apprentices snack discuss the findings from the scavenger hunt activity.

Closing & Teach Back **Time: 5 Minutes**

Review what you covered in this session and tell them what is coming for the next session. Be sure students learned by having one or more of them teach back.

- Mediate a discussion as apprentices snack discussing the findings from the scavenger hunt activity.

Clean Up	**Time: 5 Minutes**

The following roles will be designated to different students to build team accountability. Roles will rotate each week.

- Tabletop captains (clean off tables)
- Material organizers (makes sure that all materials are put away)
- Chair police (make sure all chairs are up on the tables)
- Visual captains (take down and store visuals)

Scavenger Hunt Activity
Group One

Directions:

- Today you are going on a scavenger hunt for information. With your teammates answer the questions below.
  - *Remember you are guests in the grocery store if you touch any food you must place it back where you found it!*
  - *Don't forget the important rules of teamwork.*

Part I: Scavenger Hunt

- Choose two brands of cereal that seem to be very different from each other. One should be a sweetened corn or rice based cereals and the other should be an unsweetened, wheat based cereal. Read the Nutrition Facts labels and ingredients and fill the chart.

WHOLE GRAINS	**Sweetened corn or rice based cereal** **Name:**	**Unsweetened wheat based cereal** **Name:**
1. How many different words for whole grains are in the list of ingredients? **Look for: whole wheat, whole grain oats, barley and whole corn**		
2. How many grams of sugar are in each serving? **Look under: "Total Carbohydrates"**		

3. What two cereal boxes do you like the best?

4. What do the cereal boxes look like?

5. Where in the aisle are the cereals that you like best located?

6. Name one interesting fact you learned about the breakfast cereal aisle. You can think about nutrition content, packaging, or the location of the product on the shelves.

Part II: Power Snack Ingredient Search

Ingredient List:

- Granny Smith Apples
- 1 Pint of 1% Milk

Questions:

1. Where in the Grocery Store is the power snack ingredients located?

2. List three things that are sold right near the check out.

Vanilla Pudding Fruit Dip

(2) 3.4 oz.	Packages of French Vanilla Sugar-Free Instant Pudding Mix
2 cups	1%Milk
(2) 8 oz.	Containers of Light sour cream
2 tsp	Vanilla extract
(2) 3.4 oz.	Packages of French Vanilla Sugar-Free Instant Pudding Mix
Preparation	Whisk together pudding mix and milk. Stir in sour cream, vanilla extract. Serve with fresh fruit.

Scavenger Hunt Activity
Group Two

Directions:

- Today you are going on a scavenger hunt for information. With your teammates answer the questions below.
  - *Remember you are guests in the grocery store if you touch any food you must place it back where you found it!*
  - *Don't forget the important rules of teamwork.*

Part I: Scavenger Hunt

- Find where the milk, cheese and yogurt are located in the store Read the Nutrition Facts labels and ingredients and fill the chart.

Milk Products	Whole Milk	Skim Milk	Cheddar Cheese	2% Cheddar Cheese	Regular Cream Cheese	Light Cream Cheese	Regular Vanilla Yogurt	Light Vanilla Yogurt
1. What are the total fat grams per serving?								
2. What is the percent daily value of calcium per serving?								

3. Of these milk products which should you choose more often based on fat content?
   - Skim Milk or Whole Milk?
   - 2% Cheese or Cheddar Cheese?
   - Regular Cream Cheese or Light Cream Cheese?

4. What are some techniques that companies use to decorate the packages of milk products?

5. What clues on the package help you figure out the main target audience?

6. As you look at the dairy products, what type of packages make you want to eat the food inside? What specific products are you drawn to?

7. Name one interesting fact you learned about the dairy area. You can think about nutrition content, packaging, or the location of the products.

Part II: Power Snack Ingredient Search

Ingredient List:

- (2) 8 oz containers of light sour cream or 1 container of light sour cream
- 1 small bottle of Vanilla extract
- 2 packages of vanilla sugar-free instant pudding mix

Questions:

1. Where in the Grocery Store is the power snack ingredients located?

2. List three things that are sold right near the check out.

Vanilla Pudding Fruit Dip

(2) 3.4 oz.	Packages of French Vanilla Sugar-Free Instant Pudding Mix
2 cups	1%Milk
(2) 8 oz.	Containers of Light sour cream
2 tsp	Vanilla extract
(2) 3.4 oz.	Packages of French Vanilla Sugar-Free Instant Pudding Mix
Preparation	**Whisk together pudding mix and milk. Stir in sour cream, vanilla extract. Serve with fresh fruit.**

Name of the Apprenticeship: Feed Me Better

Lesson Number and Title: Lesson Six - The Importance of Activity

Citizen Teacher:

New Basic Skills: 3. Oral communication 4. Teamwork **Massachusetts Curriculum Frameworks:** **Math:** 1. **5.D.2-**Construct and interpret line plots, line graphs, and bar graphs. Interpret and label circle graphs. 2. **5.M.3-**Solve problems involving simple unit conversions within a system of measurement.	**Content Objectives:** 4. Apprentices will demonstrate an understanding of the importance of being active. 5. Apprentices will develop their oral communication skills.

Agenda based on the lesson plan. Post in the room for the apprentices to see.

30. Opening Ritual:	10 Minutes
31. Review Agenda and Set Context:	10 Minutes
32. Activity: Top Ten lists Activity	15 Minutes
33. Activity: Physical Activity and Math Activity	25 Minutes
34. Activity: Power Snack Creation	15 Minutes
35. Teach Back: Popcorn Review	10 Minutes
36. Clean up:	05 Minutes
Optional Activity: Guest Lecture by Dietician or Nurse	TBD

Initial Preparation and Space Set up:

- Hang up Agenda

Opening Ritual : Food Journaling **Time: 10 Minutes**

Materials Needed For Opening Ritual :

- Food Journals
- Post Its
- Large Pieces of Paper

Procedure:

Food Journaling/Food Category Game

- Give each apprentice their food journal and give them time to read the comments made by the CT/TL/TF.
- Review the five food groups as you hang the up signs with each food group and fats and oils around the room.
- Ask apprentices to complete the next entry in their food journal. (Walk around and see if anyone has questions).
- When the apprentices are done pass out 3-5 post-its to every apprentice and ask them to copy 3-5 of the food they ate at lunch onto the post-its.
- When all apprentices are done have apprentices stand in the middle of the room with their completed post-its.
- Instruct apprentices that when you say "go" they are to run and stick their foods under the correct food group name.
- When done review the foods placed under each food group.

Brainstorm/Discussion

- *Brainstorm delicious options to replace some of the foods placed in the fat and oil group.*
- *Did anyone think about what they learned last week when they were making lunches or snacks this week?*
- *Did anyone make a healthy snack for their families?*

Set the Context and Review Agenda **Time: 10 Minutes**

Set Context:

1. Say:
    - *During this apprenticeship we have learned about how to make better decisions when we are choosing food to eat, but what else can we do to make sure our bodies are working the best way they can?*
    - *Today we are going to concentrate on staying active.*
    - *What does the term physical activity mean (Physical Activity: Any form of exercise or movement)?*
2. Have apprentices write the definition on their vocabulary list.
    - *Does physical activity only refer to just sports like football or basketball?*
    - *What are some examples of physical activity that are not traditional sports?*
3. Write on the board: What can physical activity do for your body?
4. Ask for a volunteer to write on the board.
5. Brainstorm ideas as to how physical activity helps your body.
    - Keeps your body healthy
    - Makes your bones and muscles strong
    - Makes you feel energetic (endorphins)
    - Builds strength and endurance
    - Helps your mental healthy
    - Helps you feel good about yourself
    - Keeps you from being bored
    - Creates a fun way to meet others or spend time with friends
    - Helps relieve stress
    - Helps you sleep better

Review Agenda:

- Review the timeline and agenda topics for the day.

Activity 1: Top Ten Lists Activity **Time: 15 Minutes**

Materials Needed For Activity 1:

- Markers
- Large pieces of paper

Space Set Up for Activity 1:

- None needed

Procedure:

Top 10 Lists Activity

1. Present the activity
    - *One key to being active is finding ways to make physical activity a natural part of your daily life. It seems hard at first, but with a little creative thinking we can find many different and fun ways to add physical activity into our lives. For this activity you are going to work in teams to create a "Top 10 it's Hard to believe, but It's Physical Activity List.'*
    - *These lists should include any physical activity that gets your body moving, especially everyday activities.*
    - *The only catch is that you are NOT allowed to write down traditional sports. Playing sports is a great way to stay physically active, but what can we do if we don't like sports?*
    - *What else can we do to be active?*
2. Divide apprentices in two groups.
3. Ask groups to give each group member a role.
    - **Note takers**: will write the group's ideas on large paper.
    - **Encouragers** will cheer on the group and urge it to finish the activity in time.
    - **Presenters** will read the list when the group is done.
4. Have apprentices present their lists.
5. Discuss the lists.
6. Post the lists for the remainder of the time as a visual reminder of physical activities.

Activity 2: Physical Activity and Math **Time: 25 Minutes**

Materials Needed For Activity 2:

- Large piece of papers of blackboard
- Chalk/Markers

Space Set Up for Activity 2:

- Arrange seats either in one long row or circle

Procedure:

Physical Activity Recommendations (Quick Activity)

1. Explain the quick activity
    - *Let's do a quick activity. I'm going to call out amounts of time. When I call out the total amount of time you think teens should spend doing physical activities each day jump to your feet. If you are wrong, you sit back down and try again.*
2. Slowly Call out 10 minute segments of time, beginning with ten minutes and ending with 60 minutes.
3. If apprentices jump to their feet for any segment of time before you get to sixty minutes, tell them that teens should spend more time doing physical activity each day than the amount of time they just guessed. Ask them to sit down and try again.
    - Doing physical activity while they think about how much time they should be active each day will help make the point that it is not hard to be active.
4. After you point out 60 minutes wait a moment to see if anyone jumps to their feet. Tell the apprentices that this is the correct answer.
5. Explain:
    - *Many health experts believe that young people are not as physically active as they should be. Experts have come up with some recommendations to help young people be more physically active. Each set of recommendations is slightly different, but they all agree that young people should be active every day and should do a variety of different physical activities.*

Brainstorm/Discussion/Math Tie In

1. Write on the board the numbers 0, 10, 20, 30, 40, 50, 60.
2. Ask apprentices to think of the day before.
3. Ask apprentices to write down all of the physical activity they participated in yesterday.
4. Walk around and help apprentices with their lists.
5. Ask apprentices to in the space next to their activity to write how long they spent doing each activity (tell apprentices to just estimate the time if they aren't sure).
6. When apprentices are done have each apprentice write their name under the number that corresponds with the time they spent being physically active.
7. When every name is on the board, create fractions and ratios of the apprentices' activity level. Ask apprentices to identify the numerator and denominator, review basic fraction ideas. *(Remember: This should not seem like math class, but instead just an application of what they are learning).*
8. Create a graph that shows the data. (Making certain to speak about the axis if you are creating a line graph See Lesson 1 for possible set up ideas).

Activity 3: (Option One) **Power Snack Creation** ** See Below for Option 2* **Time: 15 Minutes**

Materials Needed For Activity 3:

- Blender
- Strawberries
- Bananas
- Yogurt
- Skim/low fat milk
- Ice cubes
- Cups

Space Set Up for Activity 3:

- Middle table for modeling

Procedure:

1. Introduce:
    - *In order to be active one must have enough energy. Sustainable energy comes from eating foods that are filled with nutrients. Sugar doesn't need to be added to create delicious food!*
2. Pass out the recipe.
3. Have apprentices work with partners to convert the recipe to serve 2 in order to serve the amount of people in the group.
4. Walk around and help apprentices.
5. Use basic math skills to convert this recipe for two to serve the amount of apprentices in the group *(Remember the math infusion should seem as simply an act to complete a task not an extra math class).*

Smoothie Recipe

Recipe Ingredients:

1/2 cup strawberries, hulled (use plastic knives to cut strawberries in half)

1 banana, peeled

1/3 cup low fat yogurt

1 tablespoon honey (optional)

1 cup skim/low fat milk

3 ice cubes

Directions: Place all ingredients in a blender and process until smooth.

Closing & Teach Back	**Time: 10 Minutes**

Review what you covered in this session and tell them what is coming for the next session. Be sure apprentices learned by having one or more of them teach back.

- Play a popcorn review game-One apprentice asks a question about what was learned today, another apprentice answers the first question then proposes a new question and so on…

Clean Up	**Time: 5 Minutes**

The following roles will be designated to different apprentices to build team accountability. Roles will rotate each week.

- Tabletop captains (clean off tables)
- Material organizers (makes sure that all materials are put away)
- Chair police (make sure all chairs are up on the tables)
- Visual captains (take down and store visuals)

Activity 3: Option Two Guest Lecture	**Time: Dependent**

Materials Needed For Activity 3:

- Registered Dietician or Nurse

Space Set Up for Activity 3 :

- Make an audience

Procedure:

1. Invite a school nurse or dietician in to speak about the importance of physical activity and the prevention of Type 2 Diabetes.

Physical Activity Log

Activity	Time Spent (minutes)

Total Minutes sp

Smoothie Recipe

Recipe Ingredients:

1/2 cup strawberries, hulled (use plastic knives to cut strawberries in half)
1 banana, peeled
1/3 cup low fat yogurt
1 tablespoon honey (optional)
1 cup skim/low fat milk
3 ice cubes

Directions: Place all ingredients in a blender and process until smooth

Name of the Apprenticeship: Feed Me Better

Lesson Number and Title: Lesson Seven - Media's Influence on Food Choice[5]

Citizen Teacher:

New Basic Skills: 5. Oral Communication 6. Teamwork **Massachusetts Curriculum Frameworks:** **Math:** 1. **5.D.1-**Given a set of data, find the median, mean, mode, maximum, minimum, and range, and apply to solutions of problems. 2. **5.D.2-**Construct and interpret line plots, line graphs, and bar graphs. Interpret and label circle graphs. 3. **5.N.13-**Accurately and efficiently add and subtract positive fractions and mixed numbers with like denominators and with unlike denominators. 4. **5.M.3-**Solve problems involving simple unit conversions within a system of measurement.	**Content Objectives:** 6. Apprentices will identify and explore how the media influences food and activity choices. 7. Apprentices will develop/improve basic math skills. .

Agenda based on the lesson plan. Post in the room for the students to see.	
37. Opening Ritual: Food Journaling	10 Minutes
38. Review Agenda and Set Context:	10 Minutes
39. Activity: How does Media Affect You?	25 Minutes
40. Activity: Creation of a Power Snack	15 Minutes
41. Activity: Preparing for WOW!	15 Minutes
42. Teach Back:	10 Minutes
43. Clean up:	05 Minutes
Initial Preparation and Space Set up: ▪ Post Agenda	
Opening Ritual : Food Journaling	**Time: 10 Minutes**
Materials Needed For Opening Ritual : ▪ Food Journals ▪ Post Its ▪ Large Pieces of Paper	

[5] Revised from the USDA's Eat, Think and Be Active Workshop Curriculum

Procedure:

Food Journaling/Food Category Game

- Give each apprentice their food journal and give them time to read the comments made by the CT/TL/TF.
- Review the five food groups as you hang the up signs with each food group and fats and oils around the room.
- Ask apprentices to complete the next entry in their food journal. (Walk around and see if anyone has questions).
- When the apprentices are done pass out 3-5 post-its to every apprentice and ask them to copy 3-5 of the food they ate at lunch onto the post-its.
- When all apprentices are done have apprentices stand in the middle of the room with their completed post-its.
- Instruct apprentices that when you say "go" they are to run and stick their foods under the correct food group name.
- When done review the foods placed under each food group.
- Brainstorm delicious options to replace some of the foods placed in the fat and oil group.

Brainstorm/Discussion

- *Brainstorm delicious options to replace some of the foods placed in the fat and oil group.*
- *Did anyone think about what they learned last week when they were making lunches or snacks this week?*
- *Did anyone make a healthy snack for their families?*

Set the Context and Review Agenda **Time: 10 Minutes**

Set Context:

Finding the Purpose of Media

1. Explain that all media has a purpose (a reason why media is used).
2. Ask the apprentices:
   - *What do you think are the three main purposes of media?*
     - To entertain (example: comic books, movies)
     - To inform (example: TV, radio, news)
     - To persuade (example: magazine, TV, advertisements
3. Ask apprentices to with their groups complete the fourth column (purpose) of the handout.
4. Discuss the answers as a large group.

Review Agenda:

- Review the timeline and agenda topics for the day.

Activity 1: How does Media Affect You? **Time: 25 Minutes**

Materials Needed For Activity 1:

- Markers
- Clips of Commercials
- Large Pieces of paper

Space Set Up for Activity 1:

- None

Procedure:

How Much Does the Media Affect You?

1. Ask the apprentices
    - *How much time each day do you think kids spend using media (Computers, IPODS, TV, video games etc)?*
2. Pass out markers to all apprentices.
3. Around the room place large pieces of paper, which have at the top of each paper have different types of media listed (Listened to music, Watched TV, Used a computer, Played video games).
4. With their markers instruct apprentices to go around and place how many minutes they spent using each type of media.
5. **Math tie in:** When apprentices are done have apprentices, find the average of each type of media-(*Use this as a way to tie in math without making it seem like school, use the frame we aren't doing math we are just figuring out how much time we spend using IPODS).*
6. **Extended Math idea**: Make a graph of the data.
7. Inform your apprentices:
    - *Did you know that kids from ages **11-14 spend an average of six hours** and forty-five minutes a day using media?*
    - *How does our data compare to that average?*
    - *We will talk about the importance of exercising next week, but this week let's concentrate on the influence of media on our food***.**

Brainstorm/Discussion

1. **Ask:**
    - *Why do you think some people chose the piece of food out of this bag (hold up actual bag).*
    - *What kind of foods are we drawn to in the store? Look at this cereal box (hold up a popular kids food box with a cartoon), What makes us want to eat this rather than out of this box (hold up a box of that is less appealing, maybe a box that is usually for more adults).*
    - *What food commercials can you think of?*
        - Fast food? Fattening Food?
    - *Do you think these commercials influence you?*
2. Depending on availability of media it may be beneficial to show clips of fast food commercials.
3. Help apprentices think about ways to become smarter consumers of food. Assure them that we will look at ways to apply new knowledge to restaurants in an upcoming week, but until then there are some helpful hints that they can remember:

- **Don't trust front labels.** Foods that scream out "Low-Fat!" or "Sugar-Free!" can be misleading. For example, one package of cookies that's "low-fat" might contain lots of extra sugar, while that same company might make a "low sugar" cookie that's high in fat! The only way to know for sure is to read the Nutrition Facts label and the ingredients list. Choose products that are healthy overall and not just high or low in one particular thing. When it comes to fast-food places, do a little research on your own to see how your favorite restaurants add up.
- **Super-size…NOT!** Fast-food chains are in the business to make money, and they know they can make tons of it by convincing people to buy larger portions of burgers, fries, and sodas, especially if they think they're getting a better "value." But our bodies just don't need such big portions, and a lot of this "super-sizing" can make us overweight. Instead, experiment with ordering regular-sized items; if you're still hungry afterwards, have a follow-up snack.
- **Explore the menu possibilities.** When you're at a restaurant, make sure you consider all your options, and don't be afraid to ask the server if you can make substitutions. Consider salad instead of fries with your main dish, or order dressings and sauces on the side. At fast food places, check out some of the healthier menu items now being offered. For instance, you may be able to order fruit and chocolate milk instead of French fries and soda.

Activity 2: Creation of Power Snack **Time: 15 Minutes**

Materials Needed For Activity 2:

- 1 cup unsalted pretzels
- 1/2 cup small, whole-wheat flake or nugget cereal
- 1/4 cup soy nuts
- 1/4 cup chocolate
- 1/4 cup raisins
- Large bowl
- Measuring cup
- Sealable, sandwich-size plastic bags

Space Set Up for Activity 2:

-

Procedure:

1. Pass out the recipe.
2. Walk around and help apprentices.
3. Use basic math skills to convert this recipe for two to serve the amount of apprentices in the group
    - *(Remember the math infusion should seem as simply an act to complete a task not an extra math class)*
    - *Emphasize the use of fractions in cooking.*
4. Walk around and help apprentices.
5. Clean up:

Activity 3: WOW! Planning **Time: 15 Minutes**

Materials Needed For Activity 3:

- Large pieces of paper for brainstorming.

Space Set Up for Activity 3 :

-

Procedure:

1. Lead a discussion regarding HOW apprentices would like to teach/back.
2. Begin a running list of content topics that the apprentices think are important to teach.
3. Brainstorm ideas regarding WHO they would like to teach back to.
    - *Review what makes presentations effective*

Closing & Teach Back **Time: 10 Minutes**

Review what you covered in this session and tell them what is coming for the next session. Be sure students learned by having one or more of them teach back.

Quiz Show Team Review

1. Explain to apprentices that you are going to review what you have learned so far during your apprenticeship.
2. Divide Apprentices into two groups.
3. Explain the rules of the game.
    - For Example: *Scoring one person from a team is going to be asked a question about what we have learned so far in the apprenticeship. If that person can answer the question without help from their team, the team receives two points. If the apprentice who was asked the question does not know the answer they may ask their team for help. If the team comes up with the right answer then the team receives one point.*

1. **Scenario 1: End Result: Team Receives 2 points**
    - CT/TL: *Apprentice1 "What is an example of a food that is found in the grain group?"*
    - Apprentice 1: Pasta
2. **Scenario 2: End Result: Team Receives 1 point**
    - CT/TL: *Apprentice1 "What is an example of a food that is found in the grain group?"*
    - Apprentice 1: *I am not sure, I will now ask my team for help <team helps>*
    - Apprentice 1: *My answer is pasta*

Depending on the school perhaps provide the winning team with sugar fee gum or a new pencil or something healthy,

but fun.

Clean Up	**Time: 5 Minutes**

The following roles will be designated to different students to build team accountability. Roles will rotate each week.

- Tabletop captains (clean off tables)
- Material organizers (makes sure that all materials are put away)
- Chair police (make sure all chairs are up on the tables)
- Visual captains (take down and store visuals)

NAME_____

Media I Use or See
During My Day….

TYPE of Media ▪ Listening to music ▪ Watching TV ▪ Playing video games etc.	**Why do you use/see it?**	**How many minutes a day do you spend using this media?**	**Purpose** ▪ To Entertain? ▪ To perform? ▪ To persuade?

Snack Mix (makes 3 servings)

What you need:
1 cup unsalted pretzels
1/2 cup small, whole-wheat flake or nugget cereal
1/4 cup soy nuts
1/4 cup chocolate
1/4 cup raisins

Supplies:
Large bowl
Measuring cup
Sealable, sandwich-size plastic bags

Directions
1. Place ingredients into the large bowl in the order listed above.
2. Stir or toss the ingredients together.
3. Pour the snack mix into three sealable, sandwich-size plastic bags.

Name of the Apprenticeship: Feed Me Better

Lesson Number and Title: Lesson Eight - Preparing for WOW!

Citizen Teacher:

New Basic Skills: 7. Oral Communication 8. Teamwork	**Content Objectives:** 8. Students will review the content and skills, which they have learned in weeks 1-7.

Agenda based on the lesson plan. Post in the room for the students to see.

44. Opening Ritual: Food Journaling	10 Minutes
45. Review Agenda and Set Context:	05 Minutes
46. Activity: Creation of WOW! Materials	25 Minutes
47. Activity: Creation of WOW! script	15Minutes
48. Activity: WOW! Smoothie	15 Minutes
49. Teach Back: Review	10 Minutes
50. Clean up:	05 Minutes

Initial Preparation and Space Set up:

- Make sure agenda is posted

Opening Ritual : **Time: 10 Minutes**

Procedure:

Food Journaling/Food Category Game

- Give each apprentice their food journal and give them time to read the comments made by the CT/TL/TF.
- Review the five food groups as you hang the up signs with each food group and fats and oils around the room.
- Ask apprentices to complete the next entry in their food journal. (Walk around and see if anyone has questions).
- When the apprentices are done pass out 3-5 post-its to every apprentice and ask them to copy 3-5 of the food they ate at lunch onto the post-its.
- When all apprentices are done have apprentices stand in the middle of the room with their completed post-its.
- Instruct apprentices that when you say "go" they are to run and stick their foods under the correct food group name.
- When done review the foods placed under each food group.
- Brainstorm delicious options to replace some of the foods placed in the fat and oil group.

Brainstorm/Discussion

- *Brainstorm delicious options to replace some of the foods placed in the fat and oil group.*
- *Did anyone think about what they learned last week when they were making lunches or snacks this week?*
- *Did anyone make a healthy snack for their families?*

Set the Context and Review Agenda **Time: 5 Minutes**

Set Context:

- *Today we are going to plan for our WOW!*
- *We decided last week that we wanted to use display boards to help present our information so today we have to create our display boards and write out scripts for our presentation.*

Review Agenda:

- Review the Agenda for the day

Activity 1: Creation of WOW! Materials **Time: 25 Minutes**

Materials Needed For Activity 1:

- Trifold
- Magazines
- Art Supplies

Space Set Up for Activity 1:

-

Procedure:

1. Divide students into interest groups by the topics the group had picked to highlight in their presentation (Media, Food Groups, etc.)
2. Pass out direction Sheet.
3. Read directions aloud.
4. Ask for any questions.
5. As students work, walk around and see if help is needed.
6. Remind students that the work they do during this apprenticeship will be used in the WOW! so it should be of high quality.
7. When students are done have each group present their poster to the group for feedback.

Activity 2: Script Writing **Time: 20 Minutes**

Materials Needed For Activity 2:

- Notebook
- Pen

Space Set Up for Activity 2:

-

Procedure:

1. Ask apprentices to with groups think about the 5 things they want to teach about their topic.
2. Instruct students to begin writing their scripts for WOW!.
3. Remind apprentices that they should in their script:
4. Each apprentice should introduce himself/herself.
5. Students should then speak about their topic.
6. Guiding questions can be *What did you learn about this topic? What is the most important thing to teach someone else? How can what you learned change your habits?*
7. Walk around and help students.
8. When students are done have students practice presenting with each other.

Activity 3: **Time: 15 Minutes**

Materials Needed For Activity 3:

- See below

Space Set Up for Activity 3 :

-

Procedure For Activity:

- *Say:*
  - *One of the examples of healthy snacking we are going to use at the WOW! is the smoothie.*
  - *Who remembers the ingredients in a smoothie?*
  - *Building on the skills the apprentices are using incorporate serving size, nutrition label analysis and math as you create a Yogurt Parfait.*
- As a group convert the recipe to feed 12 (10 apprentices and 1 CT and 1 TL) by multiplying each ingredient by 3.
- Take time to look at the nutrition facts on the packages as you create the snack.
- Take the time to look at the serving size and comment on the fact that in one serving of a yogurt parfait you are in fact eating more than one portion of food as you are eating a portion of yogurt, fruit and granola.

Yogurt Parfait Recipe (Snack size)

- 1.5 cups vanilla (or flavored) nonfat yogurt
- ½ cup fresh or defrosted frozen strawberries in juice (try for no sugar Added)
- ½ pint fresh blackberries, raspberries or blueberries (other fruit may be used
- ½ cup good quality granola (Try for the low-fat variety or substitute for a cereal)

Layer 1/6 (1/2 of 1/3 cup) vanilla yogurt into the bottom each of 5 glasses

Combine defrosted strawberries and juice with fresh berries. Alternate layers of fruit and granola with yogurt until glasses are filled to the top. Serve parfaits immediately to keep granola crunchy.

Closing & Teach Back **Time: 10 Minutes**

Review what you covered in this session and tell them what is coming for the next session. Be sure students learned by having one or more of them teach back.

Brainstorm/Discussion

- Have apprentices brainstorm potential questions about the WOW!
- Have apprentices quell each other's fears/potential nervousness about the presentations.

Clean Up	**Time: 5 Minutes**

The following roles will be designated to different students to build team accountability. Roles will rotate each week.

- Tabletop captains (clean off tables)
- Material organizers (makes sure that all materials are put away)
- Chair police (make sure all chairs are up on the tables)
- Visual captains (take down and store visuals)

WOW! Materials Preparation Directions

1. Read through handouts that you have received during the apprenticeship and decide what 5-10 key points you want to highlight on your poster.
2. With your group discuss your findings.
3. Outline on a piece of lined paper what YOU think the poster should look like.
4. Present your idea to the group.
5. Listen to their ideas.
6. As a group pick one format.
7. Assign roles to group members (Remember, EVERYONE is in charge of creating a great final product):
    a. Layout person is responsible for making sure that layout of the lined paper outline is that goes on the poster.
    b. Research gatherer- Has the final say regarding the content of the poster
    c. Chief Artist
    d. Time Keeper

Tips for Effective Poster Presentations

- **Overall appearance~** Use a pleasing arrangement of graphics, text, colors. Your poster should be neat and uncluttered – use white space to help organize sections. Balance the placement of text and figures.

  Organization~ Plan out what you are doing to ensure a clear message.

- **Text size~** All text should be large enough to read from 1-2 meters, including the text in figures. Title should be larger, to attract attention from far away.

- **Mix Text and Graphics~** don't use just one concept.

- **Use color cautiously~** Dark letters on light background are easiest to read. Stick to a theme of 2-3 colors. Avoid overly bright colors – they attract attention but wear out reader's eyes.

Name of the Apprenticeship: Feed Me Better

Lesson Number and Title: Lesson 9 - Final WOW! Preparation

Citizen Teacher:

New Basic Skills: 9. Oral Communication 10. Teamwork	**Content Objectives:** 9. *Review objectives from earlier lessons.*

Agenda based on the lesson plan. Post in the room for the students to see.

51. Opening Ritual: Final Discussion	15 Minutes
52. Review Agenda and Set Context:	Minutes
53. Activity: Final Touches on Creation	Minutes
54. Activity: Dress Rehearsal	Minutes
55. Activity: Feedback	Minutes
56. Teach Back:	Minutes
57. Clean up:	Minutes

Initial Preparation and Space Set up:

- Post Agenda

Opening Ritual : **Time: 15 Minutes**

(It should be tied to the focus of your Apprenticeship and this session if possible)

Procedure:

1. Discuss with apprentices if and how their eating patterns changed as a result of the apprenticeship. Encourage apprentices to think back to earlier lessons regarding portion size, food groups etc…

Set the Context and Review Agenda **Time: 5 Minutes**

Set Context:

- *Explain that today's lesson consists of putting final touches on their WOW! presentation.*

Review Agenda:

- Review agenda for the day.

Activity 1: Final Touches **Time: 30 Minutes**

Materials Needed For Activity 1:

- Art supplies

Space Set Up for Activity 1:

- None

Procedure:

1. Students should finish their posters and final scripts.

Activity 2: Dress Rehearsal /Teach Back **Time: 30 Minutes**

Materials Needed For Activity 2:

- All posters and scripts

Space Set Up for Activity 2:

- None

Procedure:

1. Each group should present their material using their posters.
2. Audience apprentices should give feedback.
3. When each group is done and has practiced repeatedly run through the WOW! from start to finish.

Cleanup **Time: 5 Minutes**

The following roles will be designated to different students to build team accountability. Roles will rotate each week.

- Tabletop captains (clean off tables)
- Material organizers (makes sure that all materials are put away)
- Chair police (make sure all chairs are up on the tables)
- Visual captains (take down and store visuals)

Additional/Alternative Activities
Feed Me Better

Activity Super Size Me **Time: 30 Minutes**

Materials Needed For Activity:

- Super Size Me DVD
- DVD player
- TV
- Notebooks

Space Set Up for Activity:

- No additional space set up required

Procedure For Activity:

1. Write the following questions on the board.
   - What percent of the U.S. population is obese?
   - Why does the movie compare obesity to smoking?
   - What are some of the statistics in the movie about diabetes?
   - Do you think John Robbins has a point about his uncle dying of a heart attack from eating too much ice cream or high-fat foods?
   - How much weight does Morgan gain after 5 days of eating McDonalds?
2. Start the movie on the Toxic Environment Chapter.
3. Put the movie on pause after the first question is answered to give the students time to record their answer in their notebook.
4. Do this after each answer is provided.
5. After Morgan's weight is revealed on Day 5 turn the TV off.

Activity: What is It? **Time: 10 Minutes**

Materials Needed For Activity:

- Jamie Oliver Kit
- New Food

Space Set Up for Activity:

- No additional space set up required

Procedure For Activity:

1. I ntroduce a new food, provide the nutritioanl analysis, origin and where is it gown, ways to prepare and a sampling of the food.
2. For example:
   - KIWI 1. Although a carbohydrate it contains high amounts of protein. Source of vitamin A and C along with a substantial amount of potassium 2. Grown on hearty vines and also called Chinese gooseberries because they originated in the Yangtze River Valley. First seeds were taken to New Zealand by missionaries where they are grown today as well as in California. Smaller cropes can be found in Italy, Chile and South Africa. 3. Can be eaten raw, included in salads, smoothies, fresh fruit tarts. 4. Pass around to feel the fuzzy skin and firmness. Demonstrat how to peel, slice horizontally to expose the interior seeds and taste. Journals will be introduced at the end of the class. Each week the new food item will be added to the journal with a personal rating of fondness, sketch, nutritional value and how it may be used. The Jamie Oliver kit provided flash cards with vibrant pictures and nutritional values on the back of each card. Cards can be made in conjunction with other class activities.

Activity : Snack Comparison **Time:**

Materials Needed For Activity:

- Unhealthy Snacks
- Healthy Snacks Alternatives

Space Set Up for Activity:

- No additional space set up required

Procedure For Activity:

1. Start by picking one or two commonly served unhealthy snacks and having the apprentices analyze the attributes of the unhealthy snack (# of calories, amt of sugar, % of daily vitamins, etc....)?
2. Encourage students to use this data will help them make posters that pack more punch and have more authentic value in making the case for "Feeding me Better."

Resources

The lunchroom wasn't always such a complicated place. Fifty years ago, kids would gulp down helpings of fatty pot roast and butter-soaked mashed potatoes without thinking twice about the impact on their waistlines. But that was before the rise of supersized portions and sedentary lifestyles.

More Related

- Dr. Andrew Weil's Wellness Diet
- High School Musical 3: The Critic vs. The Kids
- Does the G-8 Summit Have a Point?

Today it seems that what goes on students' trays has become everyone's business. And while efforts are being made by governments to ensure that cafeterias offer healthier meals, many schools are still failing to make the grade. According to a report issued by the U.S. Department of Agriculture last year, less than one-third of public schools meet the recommended standard for either total or saturated fat in their meals. Here's what kids used to eat, what they still do eat and, most important, what they could eat.

Ice Cream 100 calories 55 mg of sodium 6 g of fat FACT: It's a good idea to ditch the Dixie Cup. Satisfy your sweet tooth with low-fat alternatives like frozen yogurt

Apple 90 calories 1 mg of sodium 0 g of fat FACT: Don't let the Atkins diet fool you. Packed with fiber, fruits are a healthy and nutritious snack choice

Bread and Butter 142 calories 65 mg of sodium 12.5 g of fat FACT: Go for whole grains. Kids feel fuller when they replace white bread with whole wheat

A 1950s Lunch Meat, potatoes and perhaps some grudging greens were the menu at home, so why not at school? The bread was white and the butter plentiful.

Whole Milk 150 calories 0 mg of sodium 8 g of fat FACT: Avoid empty calories. Fatty milk is rich in nutrients but also calories. Go for 1% or 2% milk instead

Peas and Corn 60 calories 390 mg of sodium 0 g of fat FACT: A healthy alternative to sides like fries. But fresh is best since it spares you the sodium in canned foods

Mashed Potatoes 194 calories 40 mg of sodium 4 g of fat FACT: Bag the butter. Without that excess, this is a starchy dish that is fat-free

Pot Roast 200 calories 740 mg of sodium 2.5 g of fat FACT: Meat is fine, but keep portions modest and trim the fat. Drop the gravy too--that's where the sodium is

Meal Summary [This article contains a table. Please see hardcopy of magazine.]

% Daily Value Calories: 936 39% Sodium: 1,291 mg 57% Fat: 33 g 44%

BASED ON A DAILY INTAKE OF 2,400 CALORIES, 2,250 MG OF SODIUM AND 74.5 G OF FAT, THE AVERAGE OF THE DIFFERING RECOMMENDED RANGES FOR BOYS AND GIRLS

From Bad To a Whole Lot Worse Modern cafeteria food might be more exciting than it was in the 1950s, but that comes at a nutritional price. This Mexican-style meal--a popular staple in a lot of schools--is stuffed with calories, fat and sodium

Chocolate-Chip Cookies 300 calories 190 mg of sodium 16 g of fat FACT: Sugary desserts my feel satisfying in the short term, but they won't keep you feeling full for long

Peaches 80 calories 10 mg of sodium 0 g of fat FACT: A great dessert, packed with nutrients and fiber, but it's made less great by all the sugar. Fresh fruit is better than canned

Mexican Rice 190 calories 600 mg of sodium 0 g of fat FACT: Although this starchy side dish doesn't contain fat, it's loaded with sodium. Rice can be tasty without all the salt

Orange Juice 95 calories 0 mg of sodium 0 g of fat FACT: Fruit Juice is a better choice than soda, but sugary drinks like this can lead to rapid weight gain

Refried Beans 90 calories 560 mg of sodium 0 g of fat FACT: It may be high in sodium, but this Mexican-style dish is at least low in sugar and high in fiber

Salsa 10 calories 75 mg of sodium 0 g of fat FACT: A national favorite, it's low in calories--and when eaten in moderation, low in sodium too

Nachos 408 calories 629 mg of sodium 29.4 g of fat FACT: This perfect storm of cheese, beef and chips accounts for more than a third of your daily fat allowance

Meal Summary [This article contains a table. Please see hardcopy of magazine.]

% Daily Value Calories: 1,173 49% Sodium: 2,064 mg 92% Fat: 45.4 g 61%

Lunch Like It Could Be Some schools are offering healthy alternatives to the usual fare. Whole grains, fruits and lean protein like chicken are turning up on trays. Vending machines are slowly getting better too, but choose carefully

Strawberries 25 calories 0 mg of sodium 0 g of fat FACT: High in fiber and low in fat, this fruit is a choice that's hard to quarrel with

Carrots and Dip 136 calories 224 mg of sodium 12 g of fat FACT: Vegetables are always a sensible snack, but dipping sauces may carry hidden fats

1% Low-Fat Milk 100 calories 107 mg of sodium 2.4 g of fat FACT: Rich in nutrients like calcium, low-fat milk is the perfect choice to accompany a healthy lunch

Vegetable Soup 100 calories 480 mg of sodium 2 g of fat FACT: Foods like soup, which contains a lot of water, help kids feel full--but keep an eye on the salt

Grapes 71 calories 2 mg of sodium 0 g of fat FACT: Perfect little packages--sweet, juicy and a great alternative to high-calorie desserts like cookies

Turkey Wrap 216 calories 580 mg of sodium 9 g of fat FACT: With lean meat, whole wheat and a modest helping of cheese, it's well balanced-- but the salt, again, is a worry

Meal Summary [This article contains a table. Please see hardcopy of magazine.]

% Daily Value Calories: 648 27% Sodium: 1,393 mg 62% Fat: 25.4 g 34%

MY FOOD
MONITORING CHART

MI CARTA DE LA SUPERVISIÓN DEL ALIMETO

My Name: _____ Date: _____

Food/Drink Item	How Much	Time	Zone		
BREAKFAST:					
LUNCH:					
SNACK:					
DINNER:					
SNACK:					

REMEMBER: By monitoring your weight you are able to determine when you are progressing or straying from your goals. When small setbacks occur, you will be taught what small modifications can be made. When progress is made, you can reflect on the choices you made to help you progress!

My Food Diary

What I Ate Yesterday

Name:

Girl ☐ Boy ☐ Age ☐

YESTERDAY FOR BREAKFAST

What did you eat and drink for breakfast?

Draw a picture of your breakfast here:

Did you eat or drink anything on the way to school? Yes ☐ No ☐

What did you have?

YESTERDAY AT SCHOOL

Is there **water** at school for you to drink when you are thirsty? Yes ☐ No ☐

Did you have a **snack** to eat at morning break time? Yes ☐ No ☐

What did you have?

What did you have to eat and drink for **lunch** yesterday? Packed lunch ☐ School dinner ☐

Draw a picture of your **favourite lunch** here (and tell us what it is):

YESTERDAY AFTER SCHOOL

Did you have a **snack** after school on the way home? Yes ☐ No ☐

What did you have?

Did you eat **anything else** before your evening meal? Yes ☐ No ☐

What did you have?

YESTERDAY EVENING

What did you eat and drink for your **evening meal** yesterday?

Draw a picture here:

Did you have anything to eat or drink after that before you went to bed? Yes ☐ No ☐

What did you have?