



# Educator guide: Nutrition lesson

## Recommended for grades:

4<sup>th</sup> grade

## Time:

8 minutes

## National Health Education Standards:

This activity aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.
- Standard 2: Analyze influences that affect health and well-being of self and others.
- Standard 3: Access valid and reliable resources to support health and well-being of self and others.
- Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

For more information about the National Health Education Standards, visit the SHAPE America website: [shapeamerica.org](http://shapeamerica.org).

## Learning objectives:

After completing this lesson students will be able to:

1. Distinguish between feeling hungry, feeling satisfied and feeling full.
2. List three valid sources of health information, such as a doctor, nurse, nutrition facts labels and [choosemyplate.gov](http://choosemyplate.gov).
3. Choose the healthier food when given two foods from the same food group.

## Lesson description:

In this lesson students will learn about valid sources of nutrition information, such as [choosemyplate.gov](http://choosemyplate.gov) and nutrition facts labels. They will learn how to make healthy choices using these sources. They will also learn about the reasons why people eat and how to distinguish between feeling hungry, satisfied and full.



## Pre and post-test questions:

Use the following questions with your students in any way that you see fit (on paper, using a survey tool, etc.). You may choose to combine questions from various lessons and activities that your students participate in. Correct answer choices are bolded.

1. Which of these are all valid sources of health information?
  - a. School nurses, choosemyplate.gov and nutrition facts labels**
  - b. Doctors, friends and choosemyplate.gov
  - c. TV commercials, nurses and nutrition facts labels
2. Why is it important to eat a variety of foods each day?
  - a. It helps us get all the nutrients our bodies need.**
  - b. It helps us stay up later.
  - c. It helps use the groceries at home.
3. What are two external factors that can influence your nutrition and physical activity habits?
  - a. Your emotions and your beliefs
  - b. Your friends and the environment you're in**
  - c. The environment and your personal beliefs
4. What are two internal factors that can influence your nutrition of physical activity habits?
  - a. Your family and TV commercials
  - b. The media and your friends
  - c. Your emotions and your personal values**

## Vocabulary:

Use the following list of vocabulary as a reference for yourself or your students as you complete the Nutrition lesson. You may choose to use this list in any way that fits your needs.

- Brain – the organ inside the head that controls thought, memory, feelings and activity
- Dietitian – a person who specializes in nutrition
- Fiber – a nutrient that helps food move through the digestive system and helps you feel full
- Health educator – a person who teaches others about healthy behaviors
- Hunger hormones – chemical messengers in the body that control hunger
- MyPlate – a tool created by the USDA that provides information about the food groups and how much should be eaten from each of them every day
- Nutrients – substances in food that give the body energy and help it grow and develop properly
- Nutrition facts label – an information label found on packaged foods that shows serving size, calories, the amount of fat, fiber, sugar and vitamins contained in the food, along with other important nutrition information about that particular food
- Saturated fat – a type of fat found in certain foods that can raise a person's cholesterol level
- Stomach – the organ inside the body that digests food
- Sugar – a sweet substance commonly used to sweeten foods and beverages
- Trans fat – an unhealthy fat that is used to increase the shelf life of certain foods
- Valid – based on logic and facts

# Nutrition worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Complete this worksheet as you move through the Nutrition lesson.

1. List two valid sources of nutrition information.

a. \_\_\_\_\_

b. \_\_\_\_\_

2. What is a calorie?

\_\_\_\_\_

3. What is one example of a health claim that companies might put on their package to try and sell their product?

\_\_\_\_\_

4. List four reasons people may eat.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

5. How long does it take for the signal to get from your stomach to your brain saying that you ate enough?

\_\_\_\_\_



# Nutrition worksheet answer key

1. List two valid sources of nutrition information.

Answers could include; MyPlate ([choosemyplate.gov](http://choosemyplate.gov)), nutrition facts label or a healthcare provider such as a doctor, nurse, dietician or health educator

2. What is a calorie?

A unit of energy

3. What is one example of a health claim that companies might put on their package to try and sell their product?

Answers could include; made with real fruit and veggie juice, made with whole grain, a fat free food or made with farm fresh milk

4. List four reasons people may eat.

- a. Hunger
- b. Food looks or smells good
- c. Boredom
- d. Everyone else is eating

5. How long does it take for the signal to get from your stomach to your brain saying that you ate enough?

Up to 20 minutes

# Supplemental activity: Variety is key

## **Objectives:**

After completing this activity students will be able to:

- Explain why eating a variety of healthy foods is important to keep the body working properly.

## **Materials needed:**

- Art supplies (paper, poster board, markers, etc.)
- Computer or tablet
- Device to record videos or audio, if desired

## **Time required:**

60 minutes

## **Instructions:**

In this activity students will create something to persuade others to eat a variety of healthy foods each day. They could create a poster, radio ad, web page, public service announcement, video, app, etc. The target audience could be their peers and classmates or younger students in school. Students will need time to research (either in class or as homework) the importance of variety in their diet.

This activity can be done in small groups or individually. It could be done in class, or assigned as homework. Depending on what students choose to create, posters could be hung up in the hallways at school, public service announcements could be played during school announcements, etc.



# Transcript

## Slide 1

In this lesson you will learn why it's important to eat a variety of healthy foods, and where to find valid, or accurate, sources of nutrition information. Open the worksheet and print it or save it to your computer. Complete this worksheet as you move through this lesson.

## Slide 2

Food is the fuel your body needs to get you through your day. Different foods have different nutrients in them, and some foods are definitely healthier than others. Nutrients are substances in food that give the body energy and help it grow and develop properly. But, it's not always easy to figure out if a food is healthy or not. Eating a variety of foods each day will help you get all the nutrients that your body needs.

## Slide 3

It's important to know where to go for valid sources of information when it comes to the foods that we eat. One valid source of nutrition information is MyPlate, which can be found at [choosemyplate.gov](http://choosemyplate.gov). This is the United States Department of Agriculture's website, and you can find lots of great information there. You can learn all about MyPlate and the different food groups. You can even learn how much food from each food group a kid your age needs!

## Slide 4

Another valid source of nutrition information is the nutrition facts label found on packaged foods. You can get a lot of information from this label, including serving size, calories, the amount of fat, fiber, sugar and vitamins in the food, plus all kinds of other important nutrition information.

## Slide 5

Let's take a minute to talk about calories. A calorie is simply a unit of energy. So, if a food contains 100 calories that means that there are 100 units of energy in that food.



Calories are not bad for us. Your body needs calories for energy. But eating too many calories and not burning enough of them off through activity can lead to weight gain.

### Slide 6

Looking at the nutrition facts labels can help you make healthy choices. Let's say that you're trying to choose between two cereals. You'd want to take into consideration the serving size, how many calories are in a serving and how much fiber and sugar each has. Fiber helps you feel full, and helps move food through your digestive system, which is a good thing!

A cereal with more fiber and less sugar will most likely be your healthier choice. Click on the nutrition facts label that you think would be the best choice.

### Slide 6 correct

Great job! This cereal has more fiber and less sugar.

### Slide 6 incorrect

Nope. This cereal actually has less fiber and more sugar, so it's not the healthiest choice.

### Slide 7

Let's look at another type of food and see if we can figure out which is the healthier choice. Here is the nutrition facts label from a package of chicken breasts, and one from a package of chicken nuggets. Again, you'd want to take into consideration how many calories are in a serving, along with how much saturated fat and trans fat is in each food.

The chicken with fewer calories and less saturated or trans fat will most likely be your best choice. Click on the one you think is the healthier choice.

### Slide 7 correct

Great job! It's also important to remember that not all fat is bad for you. For example, there are healthy fats in foods like peanut butter and avocado. It's just the saturated and trans fats that are unhealthy for us.





### Slide 7 incorrect

Not quite. The chicken nuggets have a lot more saturated fat. It is important to remember though that not all fat is bad for you. For example, there are healthy fats in foods like peanut butter and avocado. It's just the saturated and trans fats that are unhealthy for us.

### Slide 8

Besides nutrition facts labels and MyPlate, you can also get valid information from a health professional. That might be a doctor, nurse, dietitian or health educator. These sources are going to be much more reliable than friends, TV commercials or ads.

### Slide 9

Here are some examples of how advertisers try to sell their products. They will put statements on them like the ones you see here. While these statements may sound great, they don't necessarily mean that the product is healthy.

### Slide 10

Here's one more example. This package of candy says that it's a fat free food. Many people think that's a good thing, and so this product must be healthy, right? Not quite. Just because a food is a fat free food doesn't make it a healthy choice. Look at how much sugar is in a serving!

Remember, it's always best to go straight to the nutrition facts label to get accurate information on what you're putting in your body.



## Slide 11

Now that you've learned where to find reliable information about food, let's look at the reasons why people eat. Because believe it or not, it's not always because we're hungry! We may eat because something looks good or smells good, we may eat out of boredom or we may eat simply because everyone else around us is eating.

Many of these are considered external factors which can influence our eating behaviors, such as family, friends and the environment we're in. Other external factors could be your culture, the media and advertisements. Internal factors would include our emotions, beliefs and personal values.

## Slide 12

Ideally, we'd eat when we're hungry, and we'd stop eating when we feel satisfied. There are hunger hormones in our blood that tell our brain we're hungry when our stomach is empty. We don't always pay attention to whether or not we're really hungry though before we eat. It's healthiest to only eat when you feel hungry.

It's also important to stop eating before we feel full. Nerves in the stomach send signals to the brain saying that we've eaten enough, but those signals can take up to 20 minutes to communicate that message. If we're not paying attention to how much we're eating, or we're eating too fast, by the time that message makes it to the brain we've already eaten too much.

So, the key is to sit down and pay attention to your food while you eat. If you're eating in front of the TV, or while you're on the go, you run the risk of eating too much.



### Slide 13

Let's see if you can tell the difference between feeling hungry, feeling satisfied and feeling full. Listen to Carly and decide if she is hungry, satisfied or full.

Carly: Wow, my stomach is really growling. Practice today was really tough, and I haven't eaten since lunch.

Hungry - That's right! It sounds like Carly's stomach is sending messages to her brain telling her that she needs to eat.

Satisfied - Not quite. If she were feeling satisfied her stomach wouldn't be growling.

Full - No, she's definitely not full. She hasn't eaten since lunch and her stomach is growling.

### Slide 14

Let's try another one. Is Jack hungry, satisfied or full?

Jack: Uh oh, my stomach doesn't feel right. Maybe I shouldn't have had that brownie after dinner.

Hungry - Sorry, but it sounds like Jack just ate, and he may have eaten too much.

Satisfied - Not quite. It sounds like Jack is feeling full after eating dinner and a brownie.

Full - You're right! It sounds like Jack is feeling full after eating dinner and a brownie.

### Slide 15

Let's try one more. Is Sofia hungry, satisfied or full?

Sofia: Great dinner, Mom! Those tacos are my favorite. I'm gonna go get ready for rehearsal.

Hungry - Sorry, but it sounds like Sofia is feeling satisfied after eating dinner.

Satisfied - You got it! Sofia is feeling satisfied after dinner and ready for rehearsal.

Full - Not quite. Sofia appears to be feeling satisfied after dinner and is ready for rehearsal.

### Slide 16

Great job! You've completed this lesson.



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