

- Read *Everybody Cooks Rice* by Norah Dooley (Lerner Publishing Group, 1992). Address cultural similarities and differences in nutrition by discussing with students how some cultures prepare the same food in different ways.
- Understanding food allergies is important. Students can work in groups to create a list with the following prompt: "If you are allergic to \_\_\_\_\_, you should not eat..." In addition, take a class survey of food allergies. Then make a graph to display the results.

## Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at [www.LibraryVideo.com](http://www.LibraryVideo.com).

- [www.nutritionexplorations.org/kids/nutrition-main.asp](http://www.nutritionexplorations.org/kids/nutrition-main.asp)  
The National Dairy Council has created this web site for children to learn more about nutrition and the food guide pyramid.
- [www.fda.gov/oc/opacom/kids/default.htm](http://www.fda.gov/oc/opacom/kids/default.htm)  
This site from the Food and Drug Administration offers quizzes, games and activities that help students learn more about food safety.
- [www.fankids.org](http://www.fankids.org)  
The Food Allergy & Anaphylaxis Network present this site to inform kids about food allergies.

## Suggested Print Resources

- Barron, Rex. *Showdown at the Food Pyramid*. Putnam Juvenile, New York, NY; 2004.
- Ehlert, Lois. *Eating the Alphabet: Fruits & Vegetables from A to Z*. Harcourt Brace & Company, Orlando, FL; 2006.
- Gantos, Jack. *Rotten Ralph Feels Rotten*. Farrar, Straus and Giroux, New York, NY; 2004.

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### TEACHER'S GUIDE

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Megan Carnate, M.Ed.

Curriculum Specialist, Schlessinger Media

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### COMPLETE LIST OF TITLES

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|---------------------------|--|
| • DEALING WITH FEELINGS   | • NUTRITION                                  |
| • DECISIONS AND CONFLICTS | • PERSONAL HEALTH & HYGIENE                  |
| • DRUGS & DISEASE         | • SAFETY AWARENESS                           |
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## Nutrition

### Grades K-4

This guide is a supplement designed for teachers to use when presenting programs in the series *Health for Children*.

Children are faced with many different decisions each day and find themselves in situations that can affect their emotional and physical health. As such, it is important for students to learn how to make healthy choices, develop healthy habits, and set personal health goals. Each program addresses an important topic for living a healthy lifestyle. Students are encouraged to think about the decisions they make and how those decisions impact their well-being. They are presented with strategies for making good personal choices, practicing refusal skills, seeking help from adults, and being a good friend to others.



## Program Overview

Eating nutritious foods is an important part of living a healthy lifestyle. Food is a source of energy to help your body grow strong and smart. You get this energy by eating the right foods in the right amounts. A great way to make sure your body gets the nutrients it needs is to eat a balanced diet, full of many different foods. Food can be organized into food groups: 1) grain group; 2) vegetable group; 3) fruit group; 4) milk, cheese and yogurt group; 5) meat, poultry, fish, dried beans, eggs and nuts group; 6) oils, fats and sweets. Food guides are tools that help you to choose a balanced diet. The most common is the food guide pyramid, which gives suggestions about how many servings you should eat from each food group, each day. Nutrition labels are another helpful tool because they tell you what ingredients and nutrients a food contains. People with food allergies can refer to these labels when choosing what to eat. Finally, while healthy eating is important, healthy food-handling is also essential.

## Vocabulary

**nutrition** — Eating the right kinds of food in the right amounts to keep your body healthy.

**nutrients** — The substances in food that the body needs to live, grow and stay healthy. They include proteins, carbohydrates, fats, vitamins, minerals and water.

**balanced diet** — Having a variety of healthy foods every day.

**food group** — A set of foods that share common characteristics, such as their nutrients.

**poultry** — Domesticated birds that are kept for meat or eggs. Common poultry birds are chicken, turkey, ducks and geese.

**carbohydrates** — Nutrients that provide your body with its main source of energy.

**vitamins and minerals** — Nutrients that have special jobs to keep the body strong and healthy. For example, Vitamin A works to maintain the health of your skin and eyes.

**iron** — A nutrient that helps your cells use energy. It protects you against infection and helps your blood carry oxygen through your body.

**calcium** — A nutrient that helps keep your teeth and bones strong.

**fats** — Nutrients that give your body energy, which should be consumed in moderate amounts.

**protein** — A nutrient that your body uses to build muscles and that helps you to grow.

**food guide** — A helpful tool that shows you how much of each food group your body needs each day.

**food guide pyramid** — A guide that suggests how many servings from each food group you should have each day in order to have a balanced diet.

**vegetarian** — Someone who does not eat meat, poultry or fish.

**nutrition label** — A label that is found on all packaged foods. It lists the ingredients in order of how much it contains, and also tells you how much of each nutrient that food contains.

**ingredients** — All of the foods used to make a product. *(Continued)*

**food allergy** — A reaction, mild or severe, that your body has when you eat foods that your body thinks are harmful for you.

**bacteria** — Tiny organisms that can grow on food and make you very sick.

## Pre-viewing Discussion

Before viewing the program, engage your students in a brainstorming activity to determine their prior knowledge about nutrition. Use the following questions to help students recall their own ideas:

- What are examples of nutritious foods? What is it that makes these foods nutritious?
- How do you think your food choices affect your health?
- What are some factors you consider when choosing the foods you eat?

Additionally, record any questions that students may have about nutrition. Return to these questions after viewing the program.

## Focus Questions

1. Why is it important to eat food?
2. What does “good nutrition” mean?
3. Name some nutrients that we get from foods we eat.
4. What are some ways in which nutrients help your body?
5. What is a food guide pyramid?
6. Why is there more than one food guide to choose from?
7. What kind of information can you get from reading a nutrition label?
8. What are some common foods that people are allergic to?
9. How can you make sure that you do not eat any foods that you are allergic to?
10. How can you ensure that the food you are eating stays healthy?

## Follow-up Discussion & Activities

- Divide the class into small groups. Have each group cut out pictures from newspapers and magazines of foods that are associated with a particular food group and glue them onto a piece of chart paper. Display their posters in the classroom.
- Ask students to keep a food log for a few days. During that time, they can visit the Pyramid Tracker web site to evaluate their diets, learn more about the USDA food guide pyramid and set nutrition goals. (See [www.idd-inc.com/pyramidtracker](http://www.idd-inc.com/pyramidtracker).)
- Involve parents in this activity by having students prepare a nutritious snack or meal at home to practice healthy food-handling skills. Students can bring their dishes to school to share with the class. In addition, they can write down their recipes to create a class cookbook.
- Bring in a variety of nutrition labels. Examine the information provided in the labels and use them to compare and contrast different foods. As students study different labels, ask questions, such as: How large is a serving? What ingredient is used the most? How much of each nutrient is in the food item?

*(Continued)*