

## DESIGN A BALANCED LUNCHBOX!

### Focus Lesson: Designing a Menu

#### Materials:

*Mindful Games Activity Cards* by Susan Kaiser Greenland with Annaka Harris (activity card should be pre-selected prior to class)

Students' *My Plate* (pre-filled out with food groups)  
Menu rough draft template  
Menu final copy template  
Visual aids such as magazine cut-outs of popular lunch items

*The Little Red Hen (Makes a Pizza)* by Philemon Sturges

Build a Healthy Meal on:

<http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html>

*The Food Parade: Healthy Eating with the Nutritious Food Groups* by Elicia Castaldi (to have as resource for students)

**Time:** 60 minutes

**Afterschool Session:** *Healthy Habits!*

### \*Common Core Standards:

#### CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

#### CCSS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Thinking Skill: Close Reading, Meal Planning, Editing Rough/Final Drafts**

### Objective:

Students will use information they've gained about *My Plate* and balanced diets and design a menu that would allow someone to eat a balanced lunch.

Students will create meals that align with food groups on *My Plate*.  
Students will be able to edit their rough drafts and produce neat, final copies.

### Physical Activity:

Welcome to our second session of F.I.T. Club Healthy Habits! Last week we learned about the food groups. Can anyone remember what they are? Have children offer answers (fruit, vegetables, proteins, grains, dairy). Today we will use what we have learned to design a healthy lunch. But first we have to get the wiggles out after a long day at school!

Divide the class into four groups (or by the number of instructors). Instructors should position themselves in corners of the room with their small group. The instructors and students should re-introduce themselves while in their small groups. Each instructor will lead a 'mini-circuit' of safe physical activities. Have students offer ideas! Try to include aerobic, strengthening, and flexibility exercises- such as running in place, jumping jacks, sit-ups or plank, and yoga. After approximately 2-3 minutes, the groups will rotate. Instructors may want to set up timers on their phones to keep this activity running smoothly. Alternatively, the entire class can do this together as one large group.

### **Mindfulness Activity:**

Have students sit on the floor near the front of the room. Now that we have the wiggles out, it is time to switch gears. We will be reading a book called *The Little Red Hen (Makes a Pizza)*, and we want our minds to be able to focus. Lead students in a pre-selected mindfulness activity from *Mindful Games Activity Cards*. Allot approximately 2-3 minutes for this activity.

### **Interactive Read Aloud:**

Show students the cover of the book. The Little Red Hen is hungry! She wants to make lunch. Let's find out how the Little Red Hen makes a pizza. First she has to go grocery shopping and then prepare the food.

Do you think this will be a healthy and balanced lunch that contains all of the food groups we just learned about last week? Think about what ingredients she uses. What is an ingredient? - different foods and flavors that make up a bigger food; components of a mixture

Read *The Little Red Hen (Makes a Pizza)* aloud to class.

After you are done reading invite the students to list the ingredients she used on her pizza. Write these on the board. Then using My Plate (draw a large My Plate on the board) ask the students to fill in the different sections with the foods from the pizza.

#### Discussion Questions:

- What were the ingredients the Little Red Hen needed to make her pizza?
- Was this a balanced meal?
- Can you make a balanced meal with one dish? (Yes, the different food groups can be mixed together like in a pizza or pasta dish; they do not have to be separate items on your plate)
- Did she make her pizza the same way you would? Is there anything you need to add to make it a balanced meal? Have you ever tried pickled eggplant?!
- At the end, the Little Red Hen and all of her friends eat together and share a meal. Do you enjoy eating family meals together at home? Do you have meals with your family where you sit down at the dinner table during the week like the Little Red Hen? Do you help your mom and dad clean up after dinner like her friends did?!
- Now that we have read about how the Little Red Hen made a pizza for her friends, it is our turn. Let's put on our chef hats!

### **Transitional Activity:**

Lead the students in a brief game of *Simon Says*, starting with putting on our chef hats! Prepare a list of signals pertaining to the lesson prior to class (such as pushing a grocery cart, tossing pizza dough, cutting vegetables, grating cheese, eating pizza, setting a table, cleaning dishes). Allot approximately 3-5 minutes for this activity.

### **Connection:**

Today you are each the owner of a restaurant. Not just any restaurant, but a restaurant in New York City where all the athletes and professionals eat to make sure they're getting balanced meals and are at the top of their game.

We should all try our best to eat healthy and balanced meals everyday with occasional treats of course! But for today, we're going to pretend we're serving real customers!

**Explicit Instruction:**

What do we already know about balanced nutrition?

-What diagram can we use to help us figure out a balanced diet (My Plate)?

-Read *Build a Healthy Meal* as a class and write the 10 tips for healthy meals on Smartboard.

**Guided Practice:**

Our first task: pick your favorite athlete or other role model you're going to be serving today.

I am going to choose David Ortiz.

- be prepared to help students figure out the names of specific people
- they may also pick cartoon characters, family members, or friends

Alright, now, everybody is in charge of creating one lunch for your role model. Remember it should be as balanced as you can make it or your customer will not be pleased. We'll first do rough drafts of our menus, and then make some more professional looking.

Demonstrate on the board how you might outline a breakfast meal to help students understand the task at hand. Emphasize referencing *My Plate* while you're creating your meal.

**Independent Practice:**

Pass out menu outlines and 2-column Notes table for students to organize their meals.

Have students pull out their *My Plates*

Turn students loose to work on their meals

Walk around the room and assist students who are indecisive on what to serve

- What are some of your favorite meals your mom or dad makes for you?
- How could you make that healthier but still taste good?
- Can you come up with a creative name for that?

Pass out pages for final copies

- Encourage neat handwriting, etc.
- Students may decorate their menus

**Reflection – Group Share:**

Compile student menus and place on a bulletin board.

Have students share their menus with 2-3 others and discuss why their plan was balanced.

Instructors may wish to review student menus to ensure the foods are labelled with the appropriate food groups and offer feedback as indicated prior to sending home.

**Reading List:**

<http://www.choosemyplate.gov/food-groups/>

<http://kidshealth.org/kid/nutrition/food/pyramid.html#>

**Build a Healthy Meal** on:

<http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html>



[KidsHealth.org](http://KidsHealth.org)

Learning About Proteins  
Learning About Carbohydrates  
Food Guide Pyramid Becomes a Plate

[ChooseMyPlate.gov](http://ChooseMyPlate.gov)

Add more Vegetables to Your Day  
Focus on Fruits

**Teacher Note:**



\_\_\_\_\_ 's Menu for \_\_\_\_\_  
Student Name Role Model's Name

**Lunch:**

# MENU

Created by:

Created for:

LUNCH

# NOTES

## Meal Planning a Balanced Diet with the Food Groups

Food Group	Foods on Your Menu
<b>Dairy</b>	
<b>Fruits</b>	
<b>Grains</b>	
<b>Proteins</b>	
<b>Vegetables</b>	