

# Educator Guide: Nutrition Lesson

## Recommended for Grades:

5<sup>th</sup>

## Time:

10 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 3: Access valid and reliable resources to support health and well-being of self and others.
- Standard 6: Use a goal-setting process 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. Describe at least three healthy behaviors they can do each day.
2. Describe two or more barriers to eating healthy or participating in physical activity.
3. Explain what makes a source of health information valid.
4. List three valid sources of health information.
5. Differentiate between hunger and non-hunger cues to eating.
6. Compare two or more sugary drinks to determine which is the healthier choice based on sugar content.

## Lesson Description:

In this lesson students will learn about valid sources of health information such as nutrition facts labels, nurses and dietitians. They will also learn how to set goals around their nutrition habits. Barriers to healthy eating and how to overcome them will also be discussed.



## 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 information that help you make a health-related decision?
  - a. **School nurses, dietitians and nutrition facts labels**
  - b. Doctors, friends and front of food package
  - c. TV commercials, nurses and nutrition facts labels
  
2. Which of the following is a question you should ask yourself to help determine if a source of health information is valid?
  - a. Who wrote it?
  - b. Is the information up to date?
  - c. What is the intent?
  - d. **All of the above**
  - e. None of the above
  
3. Which of these are barriers to participating in physical activity and healthy eating?
  - a. **Busy schedules and weather**
  - b. Friends and family
  - c. Hunger and goal-setting
  
4. Which of the following is a hunger cue?
  - a. Sleepiness
  - b. **Stomach growling**
  - c. Yummy smells

## Vocabulary:

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

- Barriers – things that get in the way or make things more difficult
- Calorie – a unit of energy
- Dietician – a person who specializes in nutrition
- Fat – a type of nutrient that the body uses as fuel and is the major storage form of energy in the body
- Fiber – a nutrient that helps food move through the digestive system and helps you feel full
- Goal – something you decide to work towards achieving
- Health educator – a person who teaches others about healthy behaviors
- Health professional – a person trained to work in an area of physical or mental health; examples include doctor, nurse, health educator, dietician, etc.
- Hunger – a feeling of discomfort or weakness caused by lack of food
- Non-hunger cues – signals or sensations in the body that can be mistaken for true hunger
- 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 the serving size, calories, the amount of fat, fiber, sugar and vitamins contained in that food along with other important nutrition information about that particular food
- Reliable – consistently good in quality and able to be trusted
- Serving size – the recommended portion of a food to be eaten
- Stomach – the organ inside the body that digests food
- Sugar – a sweet substance commonly used to sweeten foods and beverages
- Valid – based on logic and facts
- Vitamins– substances found in foods we eat that the body needs to work properly

# Nutrition Lesson Worksheet

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

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

1. What are three questions you can ask yourself to determine if something is a valid source of nutrition information?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
2. List two sources of valid nutrition information.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. What are two tips to cut back on sweetened beverages?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
4. List three types of health professionals.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_



5. What are three reasons people may eat?

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

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

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

6. How long does it take for the fullness signals to get from the stomach to the brain?

\_\_\_\_\_

7. List three signs of overeating.

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

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

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

8. List two barriers to healthy eating.

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

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

9. What are two ways to overcome barriers?

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

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



# Nutrition Lesson Worksheet Answer Key

1. What are three questions you can ask yourself to determine if something is a valid source of nutrition information?
  - a. Who wrote it?
  - b. Is the information up to date?
  - c. What is the intent?
2. List two sources of valid nutrition information.
  - a. Any health professional (doctor, nurse, health educator, dietitian)
  - b. Nutrition facts labels
3. What are two tips to cut back on sweetened beverages?

Substitute white milk or water, try sugar-free flavored waters, caffeine-free diet soda, sugar-free Kool-Aid or dilute fruit juice with water
4. List three types of health professionals.

Doctor, nurse, dietician or health educator
5. What are three reasons people may eat?

Hunger, something looks or smells good, boredom or everyone else is eating
6. How long does it take for the fullness signals to get from the stomach to the brain?

20 minutes
7. List three signs of overeating.
  - a. Simply taking bites and swallowing but not enjoying the food
  - b. Pressure or discomfort in the stomach
  - c. Feeling sluggish and sick
8. List two barriers to healthy eating.
  - a. You don't control what food is brought into your home
  - b. You're busy
9. What are two ways to overcome barriers?
  - a. Identify them ahead of time
  - b. Have a plan

# Supplemental Activity: Goal-Setting Activity

## Objectives:

After completing this activity students will be able to:

- Write a personal health related goal and track progress toward the goal.
- Demonstrate health enhancing behaviors, such as participating in physical activity, eating healthy foods and getting proper rest.

## Materials Needed:

- Board for brainstorming
- Copies of the SMART Goal Worksheet included below

## Time Required:

30 minutes

## Instructions:

On the board, review what makes a goal a SMART goal.

- Specific – what exactly do you want to do?
- Measurable – how will you know when you have reached your goal?
- Attainable – with hard work, is it possible to reach your goal?
- Relevant – what about your goal makes it important to you?
- Timely – when do you want to meet your goal?

Hand out the SMART Goal Worksheet to each student and have them think about a health-related goal they would like to set for themselves. Goals should be personal. Students can feel free to share their goal with others if they want to, but they shouldn't feel forced to.

After they write down their SMART goal, they will need to come up with a plan for reaching that goal and write it in the corresponding section of the worksheet. Discuss resources and other people who can help them achieve their goal.



Students should track their goal daily. They can use a personal calendar, a notebook, the tracking section of the worksheet or another format that works for them. Be sure to check in with students to discuss what progress they are making toward their goal.



# SMART Goal Worksheet

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

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

**Instructions:** Think about a health-related goal that you would like to set for yourself. Answer the questions below to make sure your goal is a SMART goal. Then, you can make a plan to reach your goal and track your progress each day.

Specific: What exactly do I want to do?

Measurable: How will I track my progress? How will I know when I have reached my goal?

Attainable: With hard work, is it possible for me to reach my goal?

Relevant: Why am I doing this? Is it important to me?

Timely: When will I complete my goal?



What is your plan for reaching your goal?

Track your progress toward your goal:



# Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



# Nutrition and Physical Activity Resources for Parents, Caregivers and Educators

- American Academy of Pediatrics, [healthychildren.org](https://www.healthychildren.org)
- American Heart Association, [heart.org](https://www.heart.org)
- Centers for Disease Control and Prevention (CDC), [cdc.gov](https://www.cdc.gov)
- Children's Wisconsin, [childrenswi.org](https://www.childrenswi.org)
- KidsHealth, [kidshealth.org](https://www.kidshealth.org)
- Mental Health America, [mhanational.org](https://www.mhanational.org)
- National Institute of Mental Health (NIMH), [nimh.nih.gov](https://www.nimh.nih.gov)
- Society of Clinical Child & Adolescent Psychology, [effectivechildtherapy.org](https://www.effectivechildtherapy.org)
- Wisconsin Department of Public Instruction Student Services/Prevention and Wellness, [dpi.wi.gov/sspw](https://dpi.wi.gov/sspw)



# Transcript

## Slide 1

In this lesson you will learn how to make healthy choices with the foods and drinks that you consume, and what can get in the way of making healthy choices. You'll also learn how to find valid 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 through the 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 to grow and develop properly. But it's not always easy to figure out if a food is healthy or not.

## Slide 3

It's important to know how to find valid, or accurate, sources of information when it comes to the foods that we eat. Information on the nutritional value of food can be found on the internet, on TV, in the grocery store, in the doctor's office, from friends and many other places. Not all of those are valid sources of information though. We need to think about who is giving us the information, whether or not the information is up to date and what the intent of the information is. Are they just trying to sell us a box of cereal, or do they really care about our health?

## Slide 4

One valid source of information is the nutrition facts label on packaged foods and drinks. 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

Most people know that foods like cookies, cake and candy have a lot of sugar. But many people don't realize how much sugar is in their drinks. It's common to believe that sugar gives you energy, but it only gives you energy for a short time, and it doesn't have the fiber, vitamins and minerals that your body needs. Actually, sugar can end up making you feel more tired in the long run! Whole foods, like fruits and vegetables, give you energy that lasts longer, plus the fiber, vitamins and minerals your body needs. If you choose to have a sugary drink, aim for 100% juice in small amounts. Think 8 ounces or less.

## Slide 6

Let's take a look at some nutrition facts labels for common drinks. First we need to figure out what a serving size is because sometimes there is more than one serving in a bottle. In this bottle of sports drink there is one serving. In this chocolate milk there are two servings. Next, we'll look at the amount of sugar in each of these drinks. In one serving of this sports drink there are 34 grams of sugar. That's a lot of sugar!

In one serving of this chocolate milk there are 27 grams of sugar. And there are 2 servings in this bottle, so if you drank the entire bottle, you'd be getting 54 grams of sugar!

Eating and drinking too much sugar can cause a person to gain too much weight, may cause tooth decay and it can even lead to other diseases.

## Slide 7

Here are some easy things you can do to cut back on sweetened beverages.

- Substitute white milk or water
- Try sugar-free flavored waters, caffeine free diet soda or sugar-free Kool-Aid
- Or dilute fruit juice with extra water

## Slide 8

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

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

## Slide 10

Ideally, we'd eat when we're hungry, and we'd stop when we feel satisfied. When the body needs refueling, we start feeling tired and weak, it's harder for us to concentrate and our stomach may start to growl. This is true physical hunger. If you don't feed your body when it needs food, or you don't eat enough food, those symptoms will continue. You may feel lightheaded, irritable and short-tempered or you may get a headache or feel shaky.

Once we've eaten enough food, our body starts to feel better. But it takes about 20 minutes for those fullness signals to get from the stomach to the brain. So, if you eat too fast, or aren't paying attention to what and how much you're eating, it's easy to overeat.

## Slide 11

Signs that you are overeating include:

- You're simply taking bites and swallowing, but you aren't really enjoying the food anymore
- You begin to feel pressure or discomfort in your stomach
- And after awhile you start to feel sluggish or sick

## Slide 12

Sometimes we mistake other signals in our body for physical hunger. They are real sensations, but not true hunger. These are called non-hunger cues to eating.

Click on each character to hear a non-hunger cue that they are experiencing.

Sofia: Wow, that bread Aunt Meredith is making smells so awesome that my mouth is watering!

Narrator: Sometimes just thinking about a food brings on a craving for it. Sofia wants to taste that great smelling bread, but she isn't physically hungry.

Ian: Wow, it's already noon. I totally lost track of time playing my video games. I better go eat lunch.

Narrator: Ian may not be physically hungry. But he looked at the clock and saw that it is "lunch time." So, he's basing the decision to eat on the clock, rather than true hunger.

Carly: Man, I'm so tired. Maybe if I eat something I'll feel better.

Narrator: Oftentimes when our energy levels are low, we think that if we eat something, we'll automatically feel better. But sometimes our bodies just need rest, or even water.

## Slide 13

It's important to know about proper nutrition, but no matter how much we know, sometimes there are barriers to healthy eating. Barriers are things that get in the way.

## Slide 14

Let's take a look at some barriers that might make it difficult for someone your age to eat healthy.

First of all, you're not the person buying the food that is kept in your home. The adults at home most likely do the shopping. And, they may have limited time, energy and money to provide healthy meals. Maybe take a minute to share with them what you're learning at school about healthy food.

A lot of kids these days are really busy with school, sports, clubs and other afterschool activities. That can also be a barrier to healthy eating. If you're eating on the run in between activities try quick, simple foods like low fat yogurt or cheese, whole grain cereal or fresh fruits and vegetables.



### Slide 15

The best way to overcome barriers is to identify them ahead of time and have a plan to deal with them. So, if the fact that you don't like vegetables is a barrier to you eating them, remember that it takes time to learn to like new foods. It can take more than ten tries of a food before you grow to like it!

Or, if a barrier for you is that you're afraid your friends will think your healthy lunch is weird, think about what you will say back to them if they say anything about it. Talk to your teacher or adults at home for ideas. And, most likely, your friends will be too focused on eating their own lunch to worry about what you're eating!

### Slide 16

Another thing that can help overcome certain barriers is setting goals. Creating goals can help you to stay on track. Maybe your goal is to eat at least five servings of fruits and vegetables each day. Or maybe it's to drink more water, and less sugary drinks. It's often helpful to write down your goal. Then, come up with a plan to reach it, and track your progress.

Letting the adults at home know what your health goals are is a good idea since they can remind you, help you and motivate you. Doctors and school nurses are always good resources to help you complete your goal, too. They often have lots of ideas and can answer your questions!

### Slide 17

It's not always easy but remember that food is the fuel your body needs to get you through your day. You've learned a lot about finding accurate information and getting past barriers to healthy eating. Keep up the good work!

### Slide 18

Great job! You've completed this lesson.



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Bryan Butler, PT, DPT, LAT, Children's Wisconsin

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John Parkhurst, Ph.D. LP, Child & Adolescent Psychologist, Assistant Clinical Professor of Psychiatry, Medical College of Wisconsin





Contact us:

**Children's Wisconsin**  
**E-Learning Center**

(866) 228-5670

[healthykids@childrenswi.org](mailto:healthykids@childrenswi.org)

