

Lesson 1: Mostly Plants

Time: 45 minutes

Overview:

In this lesson, students learn the parts of the plant and their nutritional benefits. Students will be able to identify the various edible foods that originate from plants and plan a MyPlate meal around mostly plants.

This lesson will take a total of 45 minutes. If some of these topics have already been covered in health class, please review the material in depth to ensure the students are digesting the information. This lesson addresses *Performance Indicators of the National Health Education Standards (NHES)*: 5.5.5, 5.5.3, and 3.5.1 for grades 3-5.

❖ Behavior Change Objective:

Students will develop a greater understanding of the benefits of plants to their meals.

❖ Learning Objectives: At the end of the lesson, students will...

- Understand why eating whole foods, mostly plants is important for their health.
- Identify various whole foods and associate each plant part from which they originate.
- Describe texture, taste and nutritional benefits for each part of the plant.

❖ Materials:

- PowerPoint slides for Lesson 1
- Chart paper
- Markers
- Healthy food samples from the partner bodega for the taste test (See *Appendix A, page 3-4* for examples)
- MyPlate Worksheet (Lesson 1, Resource 1)
- MyPlate Worksheet with Sections (Lesson 1, Resource 2)
- Optional Word Search (Lesson 1, Resource 3)

- MyPlate Crossword Puzzle (Lesson 1, Resource 4)
- Sticker Template- Try A Fruit

❖ Before you Begin:

- Keywords:
 - **Nutrients** - substances necessary for energy and growth.
 - **Texture** - the way a food feels when you touch it; i.e.: soft, hard, mushy, crunchy, smooth or lumpy.
 - **Taste** - the sense of flavor such as sour, sweet, bitter, salty, or savory.
- Main points to articulate in this lesson include:
 - Each part of the plant – roots (tubers and bulbs), stems, leaves, flowers, fruits and seeds – is made up of nutrients.
 - Nutrients are fuel for our bodies in the same way gas fuels a car.
 - Plants can be categorized in any one of the food groups: fruit, vegetable, grain, protein and dairy.
 - The [MyPlate Model](#) is an easy way to remember how to eat a well-balanced and healthy meal.
- Background for Teacher:
 - See *Appendix A, page 5* for Nutritional Benefits for each plant part.
 - Facts about Vitamin K and Plant-Based Diet:
<https://nutritionstudies.org/6-facts-vitamin-k-plant-based-diet/>
- Review Powerpoint slides:
 - Review **Procedure** section below. The content below will supplement the slides. Refer to the **Lesson 1 Google Drive folder** for the worksheets that correspond to the lesson.

❖ Additional Resources:

- <https://www.choosemyplate.gov/MyPlate>
- https://www.cdc.gov/healthyweight/healthy_eating/fruits_vegetables.html

Unit Question: When planning meals, why should we choose mostly plants?

❖ Procedure:

1. **INTRODUCTION (2 minutes):** Explain that this lesson will teach students why it is very important to eat whole plant foods from supermarkets as well as New York State farms and gardens. Before diving further into a lesson on whole plant foods, it will be necessary for students to understand why we should eat well-balanced, healthy meals and how to receive essential nutrients from a meal that covers at least five food groups, especially one that can be sourced from mostly plants. The students will then break down the parts of the plant and explore the edible parts that can be placed in one or more food groups.
 - a. Nutrients are broken down in our body to provide us with the energy we need to keep us going today and help us stay healthy long into the future.
 - b. What is a nutrient? “Nutrients are the substances in food that help us grow, play hard, and stay healthy” ([DigIn](#), Lesson 3).
 - c. An easy way to remember to cover all five food groups is the MyPlate method.

2. **MyPlate MODEL (8-10 minutes):** Introduce USDA’s MyPlate Model and state that this image is an easy way to remember how to eat a well-balanced, healthy meal. Review each food group with the students (**Use Lesson 1, Slide 2**). Refer to **Appendix A, pages 3-5** for more background information ([ParentTool](#)).
 - a. **Activity:** Hand out the MyPlate Worksheet (**Lesson 1, Resource 1**) and have the students color or draw what they ate last night for dinner. If the students are familiar with the MyPlate model, remind them that it is okay if not all food groups are represented on their plate.
 - i. **MyPlate Gallery Walk:** Ask the students to tape their completed Lesson 1, Resource 1 on the wall. Then, ask the students to walk around and look at each other’s meals from last night. When the student looks at their own plate, have them color in the sections of the plate corresponding to the food groups they ate the night before using the MyPlate model worksheet with sections (**Lesson 1, Resource 2**). Explain to them that mixed plates like tacos/soup/spaghetti contain a mix of food groups and that some of our favorite healthy food belong to more than one food group. The students should understand that most people do not realize that they are missing those essential nutrients, but it is

important to try to remember to eat and drink from the five food groups to grow healthy and perform well in and outside of school.

- b. **Watch Video:** Have the students watch the YouTube video - "[How to Create a Healthy Plate](#)" (**Lesson 1, Slide 3**). This video will help the students visualize different ways to create a healthy plate, even with substitutions and mixed meals.
 - c. **Optional Activity: Word Search (5-8 minutes):** Have the students pair up and complete the Word Search. This is a fun way to explore examples of fresh fruits and vegetables and to find ways to incorporate them into their plate (**Lesson 1, Resource 3**).
3. **EDIBLE PLANT PARTS (20-25 minutes):**
- If there's time, start with the "[Parts of Plants](#)" video (3 minutes) to get a very brief overview of each part of a plant (Lesson 1, Slide 4).* Introduce the edible parts of the **plant:** Plants are important part of a healthy diet. Plants contain hundreds of nutrients that our bodies need. "Eating a variety of vegetables [and fruits] not only keeps meals interesting, but also helps the body get the nutrients it needs to be healthy." ([DigIn](#), Lesson 3). Review each plant part using the **PowerPoint. (Slides 5-10)** Show the illustration of the part of the plant — with the resources provided — state a very simple explanation on the benefits of each plant part. Plants are mostly made up of water and fiber which contribute in satiating our hunger. They are nutrient-dense with low energy. This means we can eat a lot of plants without overloading on calories. "That's why we want to eat 'Mostly Plants' and have small portions of lean meat, poultry, fish, and low fat dairy foods — and when possible, have these from animals raised in a humane and sustainable way."([FoodDay](#)) See **Background for Teachers in Mostly Plants in Appendix A, page 3-5** for more information. Next, have the students **watch a video (3 minutes): "[Are Vegetables Really Healthy?](#)" (Lesson 1, Slide 11).** Mr. Binocs talks about some cool and exciting benefits of eating vegetables.
4. **ACTIVITIES (15 minutes):**
- a. **Putting Vegetables to the Test :** Have three students volunteer to be on the panel of test tasters. Provide each team with a whole food for the three student volunteers to sample. On a piece of paper, have students work together to categorize each whole food to its plant part and then write down what food

group(s) it would fall under. Stickers made from the **Sticker Template** are to be awarded to students who tried a new food or attempted to try a new food again.

- i. If you have enough time, have students write comments/discuss the following: The texture (crunchy, soft, crispy, mushy, etc.) and taste (sour, sweet, bitter, salty, savory) for a few or all sampled produce.

- b. **Optional: Crossword Puzzle (8-10 minutes):** Hand out the [MyPlate Crossword Puzzle \(Answer sheet\)](#) (**Lesson 1, Resource 4**) and have the students work in pairs. As you review the answers, ask the students to identify the origin of the food, relating to plants. For example, PASTA (17 Across): the food group is grain and the part of the plant is a seed, because the pasta dough is made of flour, water, and egg. Flour is grounded wheat.

5. **RECAP (3 minutes):** Ask the students to recap the three main things they learned today:
 - a. How do nutrients help your body?
 - b. How can the MyPlate Method help you eat a balanced meal?
 - c. What are the parts of the plant?
 - d. If you have time, have the students answer the following questions from the taste test: Did they like it? If they didn't like it, why not? Would they try it again? Would they try it with something that compliments the taste or texture? (E.g.: celery and peanut butter or kale and apple.)

Lesson 2: Whole Food vs. Processed Food

Time: 45 minutes

Overview:

In this lesson, students learn why eating real foods, or whole foods which come from plants and animals (*fruits, vegetables, whole grains, legumes, lean meats, poultry, fish and dairy products*) is essential for good health. Once the students are familiar with the sources, especially plant-based sources that nutritionally benefit the body, the students will be able to compare whole foods and processed foods. Thus, understanding the reason why processed foods would not be a good source of energy for our bodies in comparison to whole foods.

This lesson will take a total of 45 minutes. If some of the topics have already been covered in health class, please review the material in depth to ensure the students are digesting the information. This lesson addresses *Performance Indicators of the National Health Education Standards (NHES)*: 5.5.5, 5.5.3, and 3.5.1 for grades 3-5.

❖ Behavior Change Objective:

Students will understand the benefits of whole foods and have greater motivation to eat more whole foods and fewer overly processed foods.

❖ Learning Objectives: At the end of the lesson, students will...

- Understand why eating whole foods, mostly plants is important for their health.
- Identify the differences among whole foods, less processed foods and highly processed foods.
- Understand why sugar, salt and bad fats are added.

❖ Materials:

- PowerPoint slides for Lesson 2
- Chart paper
- Markers
- Eat Real cards (Lesson 2, Resource 1)
- Eat Real Action Plan sheet (Lesson 2, Resource 2)

❖ Before you Begin:

- Keywords:
 - **Whole Food:** food that is grown naturally, unrefined, or minimally refined plants and animal products (animal meat and milk) — close to its natural state.
 - **Processed Food:** food that lacks essential nutrients and is loaded with fat, salt, and sugar - altered from its natural state
 - **Less Processed Food:** some processing and maintain original properties
 - **Highly Processed Food:** heavily processed and very different from original state
- Background for Teachers:
 - See **Appendix A, page 6-7** for resources on the nutritional benefits of eating and adapting a whole food plant-based diet.
- Main points to articulate in this section include:
 - Whole food is food eaten in its natural form, i.e., an apple instead of apple sauce or juice. Similar to the parts of the plants, whole foods including — fruits, vegetables, whole grains, legumes, lean meats, poultry, fish and low fat dairy products — are packed with nutrients our bodies need.
 - Nutrients are fuel for our body (like gas for a car).
 - When a whole food is processed, it loses some of its natural nutrients. When an apple is processed to make apple juice, the fiber in the fruit is removed. Processed foods also contain a lot of fat, salt, and sugar.

- Packaged or canned foods are processed food and do not have many of the nutrients necessary for good health.
- Review PowerPoint slides
 - Review Procedure section below. The content below will supplement the slides. Refer to the **Lesson 2 Google Drive folder** for the worksheets that correspond to the lesson.

❖ Additional Resources:

- Grace Communications Foundation:
<http://www.sustainabletable.org/385/additives>
- In Defense of Food Website
<https://michaelpollan.com/resources/sustainable-eating-nutrition/>
- Pocket Guide to: Maintaining a Healthy Weight On the Go - pg.1-2.
https://www.nhlbi.nih.gov/files/docs/public/heart/AIM_Pocket_Guide_tagged.pdf

Unit Question: Why is a diet of mostly plants and whole foods and better for the human body?

❖ Procedure for Whole Foods vs. Processed Foods:

1. **RECAP (3 minutes):** Provide a recap of the previous lesson and ask students to identify the different parts of the plant and list some good reasons why it is important to eat meals of mostly plants.
2. **INTRODUCTION (2 minutes):** Explain to students that a MyPlate meal should include more whole foods than processed foods to receive the right amount of nutrients within the optimal range of daily calories.
 - a. **Opening Question:** What is your favorite junk food? What foods in nature can be found in that food? How different is your favorite junk food from the natural whole food? Give one example to the students (corn -> tortilla chips -> Dorito chips). Explain that the more the whole food is changed, the more it is processed. These changes could either remove or add certain things to the whole food. If a student consumes a *highly processed* snack everyday, they put

their health at risk and develop diet-related diseases. Have the students keep this in mind throughout this lesson.

3. **WHOLE FOODS (2 minutes):** Show [Whole Foods Versus Processed Foods Video \(1:36 minutes\)](#). Remind the students that edible whole food are naturally filled with good nutrients, we just need to eat a variety to make sure we get all the necessary nutrients for our bodies. Emphasize to the students that eating fresh whole foods from plants and animals — fruits, vegetables, whole grains, legumes, lean meats, poultry, fish and dairy products — are important for us to maintain good health. Whole foods are naturally packed with the nutrients the body needs throughout the day and protects the body from illness. Processed foods are made from plants and animals, but the plants or animals have been stripped of some or most of their nutritional value.
 - a. **Whole Food** - is food eaten in its natural form containing no artificial additives or preservatives and undergoing little to no processing, i.e., cooking, grinding or blending. Whole foods contain nutrients: vitamins, minerals, water, fatty acids, amino acids, carbohydrates, and fiber, among other nutrients. **(Use Lesson 2, Slide 3)**

4. **PROCESSED FOOD (10 minutes):**
 - a. **Processed Foods** - When a plant or animal product is cooked or otherwise changed from its natural state, it loses nutrients. The more processed a food is, the less nutrients it contains. Use the visual on **Lesson 2, Slide 3**, to show how the nutrients in an orange are stripped away from the fruit when making orange juice. Then show how orange soda contains none of the original nutrients in the orange except for the highly-processed orange flavor. Processed foods are also loaded with fat, salt, sugar, artificial additives, and preservatives to ensure the item stays fresh, flavor enhanced, and on the shelf longer. USDA recommends we consume a limited amount of processed food. If consumed excessively, “these foods and beverages will add calories to your diet while providing limited nutritional benefit.”([Pocket Guide to: Maintaining a Healthy Weight On the Go - pg.1-2](#)). **(Use Lesson 2, Slide 4-5)**

5. **ACTIVITY:**
 - a. **Match: (8-10 minutes)** Use the food cards (**Lesson 2, Resource 1**) and ask the students to match the cards with the correct group: whole (whole); minimally

processed (changed a little); and ultra processed (changed a lot). Post the three column groups on the board/floor/desk. Place the students in teams of three or four and give each group a set of cards (total 15 cards). Ask the teams to match each food with a category in 3-5 minutes. The winning team will finish matching each food with the correct category first. If any matches are incorrect, the winning team will get an extra 15 seconds to correct their mistake. Have the winning group explain to the class why at least three foods were matched with the category they chose.

6. **EXPLAIN (8 minutes):** Using the information provided in **The Basic Nutrition Rules for Good Health** found in *Appendix A pg. 8-9*, guide the students through each rule. (**Use Lesson 2, Slide 6**)
 - a. The basic nutrition rules for good health include:
 - i. ***Eating more fruits and vegetables***
 - ii. ***Choosing whole grains***
 - iii. ***Increasing foods and drinks that contain calcium***
 - iv. ***Reducing snacks and drinks with fat and added sugar***
7. **PLEDGE (5 minutes):** Ask the students to make a pledge to replace one overly processed food of their choice with a whole food for one week. Distribute the pledge sheets and ask the students to review the Eat Real Action Plan sheet (**Lesson 2, Resource 2**).
 - a. Each student can choose the item of their choice. Students are responsible for adhering to their pledge.
 - b. Discuss possible action plans to help the students keep their pledge, such as: bring a crunchy apple to school to avoid the temptation of buying potato chips from the vending machine; or keep a cup or water bottle with lemon, orange, or cucumber slices in your desk to replace soda; or eat a salad with lunch to feel full all afternoon.
 - c. Discuss strategies to help support members of the group in sticking to their personal real food plans such as sitting with a friend who also made the pledge during lunch.
8. **HOMEWORK (2 minutes):** To prepare the students for Nutrition Facts Label activity in Lesson 3, ask students to bring their favorite packaged snacks from the bodega. Advise the students to choose different snacks than their classmates to ensure the class will have a variety of processed/packaged foods to discuss.
9. **RECAP (3 minutes):** Ask the students to recap the main things they learned today:



- What do nutrients do;
- What are whole foods; and
- What happens to a whole food when it becomes a processed food.

Lesson 3: Portion Control

Time: 45 minutes

Overview:

In this lesson, students will develop the skills to read a Nutrition Facts label and become more conscientious consumers. After learning how to read food labels and comparing labels in a store, students will be able to determine which option is more nutritious. Students will also learn to recognize influential factors impacting their food environment and food choices (i.e.: targeted food marketing of fast food or limited access to stores selling healthy food in a student's neighborhood.)

This lesson will take a total of 45 minutes. If the some of these sections have already been covered in health class, please review the material in depth to ensure the students are digesting the information. This lesson addresses *Performance Indicators of the National Health Education Standards (NHES)*: 5.5.5, 5.5.3, and 3.5.1 for grades 3-5.

❖ Behavior Change Objective:

Students will learn to identify the factors in a food environment influencing their food choices and how they can change their environment by participating in a Don't Stress, Eat FRESH Campaign.

❖ Learning Objectives:

- Students learn a quick and easy way to read a Nutrition Facts Label.

❖ Materials:

- PowerPoint Slides for Lesson 3
- Lesson 2: Nutrition Facts Label Breakdown
 - Nutrition Facts Label: Look for it and Use It! FDA — Lesson 3, Resource 1
 - Nutrition Facts Label Practice — Lesson 3, Resource 2
 - Read the Label on Snacks Worksheet, FDA — Lesson 3, Resource 3A
 - Read the Label on Snacks Handout — Lesson 3, Resource 3B
 - Nutrition Fact Label Word Search — Lesson 3, Resource 4
 - Handouts to take Home — Lesson 3, Resources 5-8
 - MyPlate Worksheet — Lesson 3, Resource 9

❖ Before You Begin:

- Keywords:
 - **Calories** - measure the amount of energy in a food or drink.
 - **Empty Calories** - amount of energy without nutrients in a food or drink.
- Background for Teachers:
 - See Appendix Lesson 3 for Nutrition Facts Label information.
- Main points to articulate in this section include:
 - Nutrition labels tell us what is in the packaged or canned food. Since processed food lose and gain nutrients, the company who makes the food has to inform the consumers regarding what it contains.
 - By reading nutrition labels on packaged food, consumers can make better choices.
 - Serving size is a suggested portion size for that packaged food. Read the label carefully as some foods contain more than one serving.
 - Percentage of daily dietary values is a number that measures if there is a lot or a little of a certain nutrient in a serving of food. Choose foods low in sugar, fat, and sodium. Choose foods high in fiber and certain nutrients.
- Review PowerPoint slides:
 - Review **Procedure** section below. The content below will supplement the slides. Refer to the **Lesson 3 Google Drive folder** for the resources that correspond to the lesson.

❖ Unit Question: What is the easiest way read a Nutrition Facts Label?

❖ Procedure:

1. **INTRODUCTION (2 minutes):** Explain to students that they will learn how to read each part of a Nutrition Facts Label. Reading food labels is a great skill to help students become conscientious consumers and to help them navigate their way through their food environment with confidence.
 - a. **What is a Nutrition Facts label?** The Nutrition Facts label is **information on a package of food that lists the nutrient content of that particular food or drink**. The nutrition label has several parts: serving size, calories and daily dietary value of nutrients. See **Lesson 3**,

Resource 1 for Nutrition Facts Label: Look for It and Use It! infographic about Nutrition Facts Labels. (Use PowerPoint, Slide 2)

2. **Explain (20-25 minutes):** Using the PowerPoint slides (**Lesson 3, Slides 2-6**) and the Nutrition Facts Label Practice (**Lesson 3, Resource 2**), ask the students to follow through each part of the Nutrition Facts Label:
 - a. **Check the serving size. (Use Lesson 3, Slide 3)**
 - i. A serving size measures the amount of food or drink, such as one slice of bread, half a cup of sliced fruit, or 8 ounces of milk eaten or drunk at one time.
 - ii. Highlight how packaged and canned food often contains more than one serving size. (E.g.: there might be two servings in one bag of chips. If the entire bag of chips has been consumed, make sure to multiply the number of servings in the entire bag by the number of calories to calculate the total of calories consumed).
 - b. **Consider the calories. (Use Lesson 3, Slide 4)**
 - i. When comparing foods, remember: 100 calories per serving for a single food is moderate and 400 or more calories per serving for a single food is high. Remind students that when they consume more than the recommended amount of calories; they would need to ensure they are burn off some of the additional calories consumed with physical activity.
 - c. **Choose nutrients wisely. (Use Lesson 3, Slide 5)**
 - i. Percent daily value measures if there is a lot or a little of a certain nutrient in a serving of food. This tool helps students decode the truth behind a Nutrition Facts label and helps them make better nutrition choices.
 - ii. Pick foods that are lower in certain fats, cholesterol and sodium when making daily food choices. When comparing %DV (Percent Daily Value), remember: 5% DV or less per serving is low; 20% DV or more is high! (**Use Lesson 3, Slide 6**)

3. **Activity: Choose one or two of these activities.**
 - a. **Read the Label on Snacks (10-15 minutes):** Pair up the students and have them compare labels on their snacks. Read the Label on Snacks Worksheet, FDA (**Lesson 3, Resource 3A**)
 - i. Ask the students to complete the worksheet and calculate:
 1. Serving size
 2. Total Calories for entire food item
 3. Identify if the food item has more than 20% or less than 5% of the listed nutrients discussed earlier.



- ii. If time allows, post each sheet on the wall and assign a pair of students to each sheet (4 sheets total). Have the students race against each other to complete their calculations first. The winning team will explain their calculations.
 - b. **Bodega Snacks (5-8 minutes):** Have the students complete the Read the Label on Snacks Worksheet (**Lesson 3, Resource 3B**), using the bodega snack packaging that they brought to class.
 - c. **Making Smart Choices! Nutrition Fact Label Word Search (5-8 minutes) (Lesson 3, Resource 4)**
 - i. Hand out the Making Smart Choices! Nutrition Fact Label Word Search and have the students pair up and complete the worksheet.
4. **Helpful Handouts:** Distribute the handouts and infographics to provide the students with more information to take home. (**Lesson 3, Resources 5-8**)

6. **Healthy Family Meals Activity: (8-10 minutes):** Various, edible plant parts belong to any one of the food groups — fruit, vegetable, grain, protein, and an alternate dairy product. They are filled with lots of nutrients that help maintain our body’s daily biological functions to keep us moving. Pass out MyPlate Worksheet (**Lesson 3, Resource 9**)
- [1 whole plate = $\frac{1}{2}$ fruits and vegetables + $\frac{1}{4}$ protein + $\frac{1}{4}$ grains on a plate]
- i. Ask students to share a meal they eat with their families.
 1. Identify the plant or animal products in the meal.
 2. Discuss 3 to 5 ways to inspire their families to buy and eat more plant-based foods. (I.e.: Choose a meal that they would like their family to shop and cook together.)
 3. Write ideas on chart paper and save list to revisit.
8. **RECAP (3 minutes):** Ask the students to recap three main things that they should look for on Nutrition Facts Labels:
- a. Check serving sizes;
 - b. Consider the calories; and
 - c. Choose nutrients wisely.

Lesson 4: Food Environment

Time: 45 minutes

Overview:

In this lesson, students will develop the skills to become more conscientious consumers. Students will learn to recognize influential factors impacting their food environment and food choices (i.e.: targeted food marketing of fast food or limited access to stores selling healthy food in a student's neighborhood.)

This lesson will take a total of 45 minutes. If the some of these sections have already been covered in health class, please review the material in depth to ensure the students are digesting the information.

❖ Behavior Change Objective:

Students will learn and understand the importance of identifying what impacts influences in their food environment and how we change the environment by participating in a Don't Stress, Eat FRESH Campaign.

❖ Learning Objectives:

- Students will identify marketing techniques used to trick consumer in buying products.

❖ Materials:

- PowerPoint slides for Lesson 4
- Lesson 2-Targeted and Tricked
 - Spongebob Pop-Tarts Package Card (Lesson 4, Resource 1)
 - Spongebob Pop-Tarts Package Card (Answer Key, Lesson 4, Resource 1)
- 3-Day Food Journal Worksheet- *Shop Healthy NYC* (Lesson 4, Resource 2)

❖ Before You Begin:

- Keywords:
 - **Food Environment:** the physical presence of food and other external factors that affects a person's diet
- Main points to articulate in this section include:
 - Access to whole food is not always easy. Food companies use certain techniques to trick people into buying unhealthy products.
 - Eat minimal amounts of overly processed foods in order to maintain a healthy diet.

- Background for Teachers:
 - CDC Healthy Places-Food Environment General Resources:
<https://www.cdc.gov/healthyplaces/healthtopics/healthyfood/general.htm>
- Review PowerPoint slides:
 - Review **Procedure** section below. The content below will supplement the slides. Refer to the **Lesson 4 Supplemental Resources** for the worksheets that correspond to the lesson.

Unit Question: What external factors influence our food purchasing habits?

❖ Procedure for Targeted Marketing Tricks of Food Industry

1. **RECAP (3 minutes):** Why do we need to learn how to read Nutrition Fact Labels?

2. **INTRODUCTION (3 minutes):** Ask the students to visualize the food stores, markets, bodegas and fast food restaurants in their neighborhood. Are there a lot of advertisements posted in or outside of the store? Are they colorful? Do the advertisements feature a cartoon character or celebrity? Does the ad motivate them to purchase certain foods or drinks?

3. **WATCH: [The Myth of Choice: How Junk Food Marketers Target Our Kids](#) start at 37 seconds into the video (6 minutes) on Lesson 4, Slide 2 and have a discussion (2 minutes) at end of video.** This video showcases a parent’s perspective on how “big food” companies influence parents and their children’s decisions to purchase unhealthy food or beverage products. Companies use marketing techniques to make the products more recognizable and appealing to purchase.
 - a. Discuss how the video shows overly processed food can affect their mood, emotions and health. Ask the students their thoughts about the video and what they took away from it.
 - b. Emphasize that the students are being targeted to buy highly processed food and sugary beverages. Discuss how learning to understand these techniques along with Nutrition Facts Label reading are great tools in navigating their way in the supermarket and/or bodega.

4. **DISCUSSION (20 minutes):** Using PowerPoint **Lesson 4, Slides 3-10**, go through each of the Tricky Techniques and explain how each one is used differently to make these products more appealing for consumers to purchase. Tell the students that understanding these techniques will help them realize that the youth are being targeted, resulting in the youth purchasing foods that are high in sugar, fat and salt.

- a. **Celebrities-** Familiar faces like cartoon characters, singers, rappers, actors and athletes are placed on food packages in a place where they are easily seen. Most celebrities get paid a lot of money to be featured on the product, which they may not consume regularly or at all. **(Lesson 4, Slide 3)**
- b. **Claims-** Tell the consumer about the contents of a product, and usually make a product seem healthier than what it actually is. Some claim to be healthy and “all natural” so that the consumer thinks the product is good for them when they’re actually not. Did you know that a 16 ounce lemon tea Snapple has more sugar than a regular size Snickers bar? Do you really think Snapple is made from the best stuff on earth as it says it is? **(Lesson 4, Slide 4)**
- c. **Incentives/Promotion-** Buying a product in order to enter into a contest or sweepstake. For example, Mountain Dew and Doritos have joined forces with Xbox to launch an online auction that will give people the chance to win one of thousands of Xbox One X consoles. In order to enter the contest, you have to purchase specially marked Mountain Dew and Doritos products. **(Lesson 4, Slide 5)**
- d. **Branding-** Beverage companies spend a lot of time developing brand logos that are visually catchy and easy to recognize. What are some logos that always catch your eye? **(Lesson 4, Slide 6)**
- e. **Product placement-** Placing items in an area where they are likely to be seen. For example, soda and other sugary soft drinks placed in the checkout aisle. **(Lesson 4, Slide 7)**
- f. **Special designs-** Offering certain products for a limited time, or changing the design of a product for a limited time (holidays, etc.) **(Lesson 4, Slide 8)**
- g. **Jingles-** Companies spend a lot of time developing jingles and slogans that are catchy. (Refer to PowerPoint **Lesson 4, Slide 9**. Ask students to guess the company associated with each jingle.)
- h. **Pester Power-** Using youth to nag their parents to buy a certain product. **(Lesson 4, Slide 10)**

5. ACTIVITY (5-8 minutes):

- a. **SpongeBob Pop-Tarts Package Card (5-8 minutes) (Lesson 4, Resource 1).** Students should be able to identify 12 tricky techniques used on the SpongeBob PopTart box. **(Answer Key: Lesson 4, Resource 1)**

6. HOMEWORK: 3-day Food Journal-Shop Healthy NYC (Lesson 4, Resource 2)

- a. Distribute the worksheet and tell the students that they are going to record their eating habits for three days (two weekdays and one weekend day). This exercise will help the students understand more about their eating and purchasing habits during the school day versus on the weekends near their home.
- b. Ask the students to fill in the boxes and write down what they eat or purchase from bodegas. If the food is a packaged or canned food item, ask the students to provide the brand name. Ask the students to write down if they ate more than one serving

size. Ask them to choose two weekdays and one weekend day that they visit the bodega. Explain to the students that no one will see their journal entries except for them. Ask them to be as honest as possible.

- c. Next week: Have the students review their 3-Day Food Journal and write down healthier alternatives for what they ate .

- **RECAP (3 minutes):** Ask the students to recap things they learned today:
 - What is marketing?
 - What are some tricky techniques?

Lesson 5: Be the Change

Time: 45 minutes

Overview:

In this lesson, students will learn to recognize influential factors impacting their food environment and food choices (i.e.: targeted food marketing of fast food or limited access to stores selling healthy food in a student's neighborhood.)

This lesson will take a total of 45 minutes. If some of these sections have already been covered in health class, please review the material in depth to ensure the students are digesting the information.

- **Behavior Change Objective:**

Students will learn and understand the importance of identifying what factors influence in their food environment and how to change the environment by participating in a Don't Stress, Eat FRESH Campaign.

- **Learning Objectives:**

- Students will be introduced to the Don't Stress, Eat FRESH Campaign.

- **Materials:**

- PowerPoint slides for Lesson 5
- 3-day Food Journal Worksheet- *Shop Healthy NYC* (**Lesson 4, Resource 2; or Lesson 5, Resource 1**)

- **Background for Teachers:**

- **Keywords:**
 - **Marketing:** the process of teaching consumers why they should choose one product or service over a competitors.
- **Main points to articulate in this section include:**
 - Someone can change our food environment by promoting healthier options and increasing access to healthy food.
 - If consumers create a demand for healthier food, the bodegas will supply those items. This will eventually change the food environment near the school, providing the school community with convenient access to healthy food.
- **Background for Teachers**
 - **New York City Healthy Bodega Initiative 2010 Report:**
<http://www1.nyc.gov/assets/doh/downloads/pdf/cdp/healthy-bodegas-rpt2010.pdf>
- **Review PowerPoint slides**
 - Review **Procedure** section below. The content below will supplement the slides. Refer to the **Lesson 5 Supplemental Resources** for the worksheets that correspond to the lesson.

Unit Question: How do we work against these tricky marketing techniques?

- **Procedure for Don't Stress, Eat FRESH Campaign**
 1. **RECAP (5 minutes):** Our food environment should support choosing healthier options. However, it is difficult to navigate through our environment especially if big companies continue to trick consumers into buying unhealthy foods and beverages. What are the tricky techniques companies use?
 2. **INTRODUCTION (3 minutes):** The students will learn about past youth-led advocacy initiatives to change the food environment in a community. The youth have the power to influence their peers.
 - Opening question: What do marketing companies do to convince us to buy junk food or sugary beverages? What could we do to convince other students to buy healthy items instead?

3. **Watch: [Grow Food-Appetite for Change](#) (5 minutes) on Lesson 5, Slide 2**
 - Students will be watching a campaign created by youth to encourage their peers to grow whole food. The students in the video also highlight their efforts to combat their own food environment by promoting the purchase of and consumption of whole foods in their school community. This video will encourage the students to create their own promotional initiative.
 4. **SHOWCASE *Don't Stress, Eat FRESH* Campaign material (8-10 minutes):** Review **Lesson 5, Slides 3-13** with students. Explain to students that there are promotional campaign materials that they can use to promote their own meal combo/snack. These materials have been created by high school students from a youth center in the Bronx. Emphasize that the youth can make a difference in their own food environment by coordinating this campaign.
 5. **REVIEW HOMEWORK (15-20 minutes) :** 3-day Food Journal-*Shop Healthy NYC* (**Lesson 4, Resource 2; or Lesson 5, Resource 1**) Everyone shops in the bodega for food or drinks, especially students. Since students mostly buy processed snacks and sugar-sweetened beverages before or after school, the students were asked to keep track of their bodega purchases for two weekdays and one weekend day. Have the students pair up to review their 3-Day Food Journal with their partner and work together to write down healthier alternatives. The students should be able to generate ideas for their promotional campaign. (**Lesson 5, Slide 14**)
 - A. Ask the following questions: (**Lesson 5, Slide 15**)
 - a. Which food groups did you eat from the most?
 - b. Which ones did you eat from the least?
 - c. How can you improve your eating habits?
 - B. Have the students circle the food or drink they would identify as unhealthy. They will use this information to compare their findings with other students.
 - C. Take a student poll to see the food and/or drink that is most commonly bought at the bodega. Remind the students that we should replace those items with nutrient-dense food choices. Review **Lesson 5, Slide 15** for different alternatives shown in images.
- **RECAP (3 minutes):** Ask the students to recap the main things they learned today:
 - What is marketing?
 - The youth have the power to make a difference.

Lesson 6: Bodega Visit

Time: 45 minutes

Overview:

In this lesson, students will go on a scavenger hunt to help them assess the food environment in their neighborhood bodega. Students will walk into the bodega with a vision to increase and promote healthier products. In the bodega, students will have the opportunity to look for healthy food like **fresh fruits and vegetables, whole grain bread, low-fat milk, low-sodium canned vegetables and soups, unsweetened canned fruit or fruit canned in its own juice, unsalted nuts, and/or low-fat milk and yogurt.**

❖ Behavior Change Objective:

Students will learn about their food environment and the obstacles to a healthier lifestyle present in their environment.

❖ Learning Objectives:

- Students will have a heightened sense of their own community awareness.

❖ Materials:

- Lesson 6 PowerPoint slides
- Bodega Site Visit Form - Bronx Health REACH (Lesson 6, Resource 1)
- Read the Label on Snacks Worksheet (Lesson 6, Resource 2)
- ShopHealthy NYC Criteria & Tips (Lesson 6, Resource 3)

❖ Procedure for Bodega Visit:

1. **Recap:** Recap lesson 5 and remind the students that we should replace processed snacks and sugar-sweetened beverages with nutrient-dense food choices. Review PowerPoint **Lesson 6, slide 2** for healthy food options shown in images.
2. **Introduction: (5 minutes)** The students are going to visit the bodega during this lesson. The purpose of the bodega visit is to learn more about what is available in the store and identify

healthy items that the students might be interested in promoting. As the [Bodega Association of the United States](#) (ASOBEU) has already trained the bodega owner in the Don't Stress, Eat Fresh campaign, they will be expecting your visit and will understand why you are there. Please review **Lesson 6, Resource 3**, so you can refer to this handout when discussing with students why product placement is bad and what they should be looking for when going into the store. Additionally, the second page of the resource includes tips for interfacing with the bodega owners.

- a. **Explain:** Bodegas will stock what people buy. Inform the students that to support healthy eating in the community, the stores should supply it. However, the bodega owners won't continue selling those items if the sales are low. By promoting a healthy item that you would like the store to sell, the store will hopefully sell enough to keep stocking the food or beverage item.
 - b. **Rules of Engagement:** In addition to reviewing the scavenger hunt with the students prior to visiting the bodega, be sure to discuss with the students possible questions they might ask the bodega owner, in a respectful way, about healthy options available in the bodega or whether he/she might be open to offering a new healthy lunch or breakfast option the students would like to eat and promote for the bodega.
 - c. Also, ask the students to physically point out the tricky techniques in the bodega if they see any during their visit.
- 3. Bodega Visit (30 minutes):** Gather the students together for the visit to the bodega. Ensure the students understand the information they need to gather at the bodega for their project development and to write notes. Review **Lesson 6, Slide 3** before departing for the bodega.

Information students should gather in the bodega includes:

- a. What is available in the bodega.
 - i. Are there any whole foods available in the bodega? If so, where?
 - b. Look out for tricky techniques.
 - i. What is being advertised the most?
 - c. Read the Nutrition Facts Labels on food and beverage items.
 - d. Note their experience at the bodega.
- 4. Activities at the Bodega:**
- a. **Do the Bodega Site Visit Form (5-8 minutes):** Ask the students to complete the Bodega Site Visit Form - *Bronx Health REACH (Lesson 6, Resource 1)* in pairs. The activity allows the students to practice nutrition label reading. They will also have the opportunity to compare processed foods and drinks in the bodega that follow the NYC Food Standards. Students will also look out for tricky techniques that would persuade the customer to buy unhealthy items. Ask the students to take pictures of those unhealthy food and/or

drinks to analyze back in the classroom. (First, ask the bodega owner for permission to take photos in his/her store). Please collect the Bodega Site Visit Form - *Bronx Health REACH (Lesson 6, Resource 1)* from the students. Their observations in the bodega will be discussed during lesson 7.

- b. **Read the Label on Snacks (8-10 minutes) (Optional):** Pair up the students and have them compare labels on two of the same food product from two different brands (i.e. Taki chips vs. Doritos). Make sure that the two items are about the same size. Have the students complete the Read the Label on Snacks Worksheet (**Lesson 6, Resource 2**)
 - i. Ask the students to complete the worksheet and calculate:
 1. Serving size
 2. Total Calories for entire food item
 3. Identify if the food item has more than 20% or less 5% of the listed nutrients discussed in Lesson 3.

RECAP (3 minutes): Ask the students to recap things they learned today:

- c. What are some tricky techniques you saw today?

Lesson 7: Bodega Brainstorm

Time: 30 minutes

Overview:

In this lesson, students will brainstorm about what healthy food/meal they would like to see offered in their bodega.

❖ Behavior Change Objective:

Students will identify the positive ways to encourage the school community to make healthy choices by increasing the availability of healthy food and promoting healthy items available in the food environment.

❖ Learning Objectives:

- Students will design a marketing strategy and promotional campaign.
- Students will plan the campaign timeline and identify roles and responsibilities to carry out their campaign.

❖ Materials:

- Completed Bodega Site Visit Forms - *Bronx Health REACH* from Lesson 6 (Lesson 6, Resource 1) that were collected from students last week
- YOFE Campaign Guide (Lesson 7, Resource 1)
- Chart paper for Activity 2

❖ Procedure for Bodega Brainstorm:

1. **Small Group Discussion (10-15 minutes):** Focus on comparing the food and drinks in the bodega. (Return to students their completed Bodega Site Visit Form - *Bronx Health REACH* from Lesson 6 for their reference)

- a. What food and/or drinks could the students ask the bodega to supply?
- b. Focus on the tricky advertisements and product placements around and outside the bodega. What can the students do to promote healthy food and/or drinks in the bodega?
- c. Students should brainstorm about what they could do — either creating a demand to stock healthy products, promoting healthy products, and/or improving store environment in an effort to create a healthier food environment.

Here are some other ideas:

- Move fruits and vegetables to the checkout area or front of the store;
- Replace unhealthy ads with advertising that promotes the Don't Stress, Eat Fresh campaign and healthy eating;
- Place water and other low calorie beverages at eye-level in refrigerators; and
- Sell a healthy snack for school kids with a school logo sticker.

2. **Activities (15 minutes):**

- a. **Activity 1:** Call to Action – **PowerPoint Lesson 7, Slide 2**
- b. **Activity 2:** Break class into two groups. Ask the students to talk about their observations and then brainstorm ideas of what they would like to see in their bodega. In this lesson, the students will list on a chart paper what they observed in the bodega. Ask the students to focus on the food and/or drinks that they would like to suggest. For example, they could ask for a discounted price for buying a healthy sandwich or snack with a bottle of water. Then, ask the students to promote the healthy food or drink item using a campaign strategy. The campaign should utilize student-designed posters, songs, videos or social media posts to: help raise awareness of the healthy item being sold in the bodega, the students' connection to the bodega campaign and increase demand among the school population to buy the healthy item.
- c. **Activity 3/Homework (15-20 minutes):** Ask the two groups fill out the YOFE Campaign Guide (**Lesson 7, Resource 1**) and write an elevator pitch (4-5 sentences) to the Bodega owner to present their concern and request in either creating a demand to stock healthy products, promoting healthy products, and/or improving the store environment in efforts to creating a healthier food environment. If there is not sufficient time for students to complete this, they can complete it as a group homework assignment.

Lesson 8: Setting the Game Plan

Time: 30-45 minutes

Overview:

In this lesson, students will continue to work on their proposal to present to the bodega. They will also plan and set a timeline in promoting those healthy products or meal/snack combo throughout the school.

1. Behavior Change Objective:

Students will develop the leadership skills to coordinate and execute a campaign which will have a sustainable impact on the school community's food and beverage choices and the variety of healthy food available in their food environment.

2. Learning Objectives:

- a. Students will design a marketing strategy and promotional campaign
- b. Students will plan a campaign timeline and identify roles/responsibilities to carry out their campaign
- c. Students will prepare a final presentation to School Leadership Team and/or PTA

3. Material

- a. YOFE Campaign Guide- *CUNY Urban Food Policy* (Lesson 7, Resource 1)

4. Procedure for Setting the Game Plan

- a. **Recap and Review YOFE Campaign Guide:** Have each team present their 2 to 5 minute elevator pitch to the class and have the students provide feedback to their peers.
- b. **Introduction:** The students will continue to design their market strategy/promotional campaign.
- c. **Roles/Responsibilities:** As they plan out their campaign, have them identify roles/responsibilities for each group member. The roles/responsibilities include the following:
 - i. **Team leader-** Communicates with teacher and fellow team members in carrying out the team's campaign in both the school and the bodega. Team leader also

- ensures that each team member is participating and completing their work on time.
- ii. **Media** (2-3 students)- posts campaign materials, passes out handouts, and/or creates promotional video.
 - iii. **Bodega** (2-3 students)- Communicates with teacher to determine updates with the bodega owner. Depending on campaign strategy, student(s) will check on campaign efforts and promotional materials in the bodega.
 - iv. Additional roles may be proposed by students.
- d. **Plan and Create:** Have the students create a timeline to organize their efforts in promoting their chosen project. Ask the students to make their campaign materials during this period. (If time allows, the students should give a short presentation to School Leadership/PTA on their project.)



- ★ Remind the students that the bodega will continue selling the products as long as the community buys the products. Inform the students that promoting their own healthy eating among their peers will encourage them to participate in the Don't Stress, Eat FRESH Campaign.

5. **Homework** : Continue working on their campaign materials and presentation.