



# Power Lunch & Dinner

3rd Grade Lesson Plan

## Goal:

Teach students to use their knowledge of the five foods groups to make decisions on choosing healthy lunch and dinner meals. Give specific guidance on how they can make good choices at these meals.

## Objectives:

1. Students will be able to translate their knowledge of the five food groups to make healthy, balanced choices at lunch and dinner.
2. Students will be able to name the four components of healthy (power) lunches and dinners: at least four food groups, rainbow of color, variety, and just the right amount.

## Materials Needed

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> MyPlate poster or plate</li> <li><input type="checkbox"/> Food Group Posters</li> <li><input type="checkbox"/> Lesson PowerPoint or set of printed slides/images</li> <li><input type="checkbox"/> Pictures of meals for power upgrade group activity</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Student/parent handouts</li> <li><input type="checkbox"/> Educational incentive</li> <li><input type="checkbox"/> Materials for optional activities</li> </ul> |
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Lesson	
Talking Points	Materials/Activities/Notes
<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Who remembers what we talked about last time I was here?               <ul style="list-style-type: none"> <li>• Who remembers the three parts of a healthy breakfast?                   <ol style="list-style-type: none"> <li>1. At least 3 food groups</li> <li>2. Has a veggie or a fruit</li> <li>3. Has a protein or dairy food</li> </ol> </li> </ul> </li> <li>• I gave you a challenge last time I was here. Does anyone remember what it was? Does anyone want to share how they did with the challenge?</li> </ul> <p><b>Mind Grabber</b></p> <p><u>“School Lunches from Around the World” Photos:</u></p> <ul style="list-style-type: none"> <li>• These pictures are examples of what school lunches might look like in different countries around the world.</li> <li>• Notice what is similar about them and what is different. Do some of them look healthier than others?</li> <li>• How many food groups can you find? Do any have half the tray full of fruits and veggies? Do any of them have a rainbow of fruits and veggies?</li> </ul>	<p>Show breakfast review slide (or image) and ask them to tell you the three parts of a healthy breakfast. Give students hints if needed. Show example images of a healthy breakfast.</p>
<p><b>Introduction</b></p> <p><b>Introduce New Lesson</b></p>	



<ul style="list-style-type: none"> <li>• Today we'll use your nutrition knowledge to learn how to make the best choices every day to eat "Power Lunches and Dinners". What do you think "Power Lunches and Dinners" means? <ul style="list-style-type: none"> <li>○ This means choosing healthy meals to power us through our day of school and play. Since we eat lunch and dinner every day, it's important to learn how to choose meals that are HEALTHY, to make our bodies strong, and DELICIOUS, so we enjoy eating them.</li> </ul> </li> </ul>	<p>Optional: Call on a few students for their answers before explaining what "Power Lunches and Dinners" means.</p>
<p><b>Discussion</b></p> <p>There are four main things to think about when choosing power lunches and dinners.</p> <p><b>1. At Least Four Food Groups</b></p> <ul style="list-style-type: none"> <li>• The first part of a power lunch or dinner is that we should eat at least four food groups at each of these meals. We just reviewed that we need three food groups to make a healthy breakfast. Well, we want even more of our healthy food groups at lunch or dinner to make sure we are eating all the nutrients that our bodies need each day. So our goal is four and sometimes we can even fit in all five food groups.</li> </ul> <p><b>Review the Food Groups</b></p> <ul style="list-style-type: none"> <li>• <b>MyPlate</b> <ul style="list-style-type: none"> <li>○ <i>Here's our MyPlate again. Who remembers the five healthy food groups that we should eat every day?</i></li> <li>○ <i>Today we're going to talk about how we can apply what we know about MyPlate to making good meal choices for lunch and dinner. We call this our POWER lunches &amp; dinners.</i></li> <li>○ <i>First, let's review the food groups. I know you all are experts now so I'm going to ask your help to remember all five healthy food groups.</i></li> </ul> </li> <li>• <b>Fruits and Vegetables</b> <ul style="list-style-type: none"> <li>○ <i>We eat fruits and vegetables because they give us the vitamins and minerals our bodies need to be healthy. Remember, fruits and vegetables should fill half of our plate. We should also eat a rainbow of fruits and vegetables to make sure we are getting all the different kinds of vitamins and minerals.</i></li> <li>○ <i>Raise your hand if you can name a food in the fruit or vegetable food groups. Let's try to name fruits and vegetables from every color of the rainbow.</i></li> </ul> </li> <li>• <b>Grains</b> <ul style="list-style-type: none"> <li>○ <i>Okay, who remembers the grains food group? We eat grains because they give us the energy we need to work and play. Remember we want to choose whole grains as often as possible in this food group.</i></li> <li>○ <i>Raise your hand if you can name a food in the grains food group. Let's see if we can name some whole grains as well.</i></li> </ul> </li> <li>• <b>Protein</b> <ul style="list-style-type: none"> <li>○ <i>Protein helps us grow and heal. Remember that protein comes from both animals and plants and we want to eat a variety of protein foods to stay healthy.</i></li> <li>○ <i>Raise your hand if you can name a food in the protein food group. Let's think about both foods from an animal and foods from a plant</i></li> </ul> </li> </ul>	<p>Show MyPlate slide (or image) and/or hold up MyPlate for class</p> <p>Quickly review the five food groups. Pick a few students to give examples from each food group.</p> <p>Optional: After each food group, show pictures of that group and go over any important foods they may have missed.</p>



from this food group.

- **Dairy**
  - Dairy gives us calcium to help build strong bones and teeth.
  - Raise your hand if you can name a food in the dairy food group.

- When we eat foods from four or five of the foods groups we are getting a lot of different nutrients our bodies need. Remember nutrients are the things inside our foods that keep us healthy. As we just reviewed, foods are sorted into the five food groups based on the nutrients they have, based on how they keep us healthy.

Emphasize importance of eating different types of foods and trying new foods.

## 2. A Rainbow of Fruits and Vegetables

- The second part of a power lunch or dinner is including a rainbow of fruits and vegetables on the plate. When you think of all the different kinds of fruits and vegetables you and I could choose to eat, we realize they come in lots of different colors. Red apples, Orange peppers, Yellow corn, Green collards, Blue blueberries and White cauliflower are just a few examples. The colors of these fruits and vegetables are important for our bodies. Each different color gives our bodies some different vitamins and minerals to keep it healthy. When we talk of a rainbow colored plate we are looking at the colors of the fruits and vegetables, not the colors of the foods from the other foods groups on our plate.
- When we eat different colored fruits and vegetables for lunch and dinner, we are helping get ALL the vitamins and minerals our body needs each day. (There are 34 different vitamins and minerals we need.)
- Remember that the more colors of fruits and vegetables you eat, the more important vitamins, minerals and other healthy nutrients you get in your diet.
- Does this dinner have a RAINBOW of colors? (Look for answers about what specific foods are colorful in this meal)

Show slide (or image) of a healthy, colorful meal.

## 3. Variety

- The third important part of eating power lunches and dinners is eating a VARIETY of foods. Who has heard the word “Variety”? It is a good vocabulary word - it means “different kinds”. Remember how each food group does something different to keep our body healthy? When we eat lots of different foods from each of the five food groups we are eating a variety of foods, and helping to take care of our bodies.
- Do these three days of lunch choices have VARIETY?
  - No. Is it okay to have pizza three times a week? It is okay to repeat foods occasionally during the week (as long as we are getting fruits and veggies for our Rainbow of colors). But, I challenge you to mix it up and not eat the same thing every day. It is even healthier if you eat different foods, a VARIETY.
- What about these three days of lunch choices? Do they have VARIETY?
  - Yes.
  - The pizza, taco and pasta salad are just examples. Can anyone else tell me another lunch choice you might eat at school or pack from home?
- Remember it’s okay to repeat some foods occasionally during the same week, but we want to eat different things as often as we can to make sure we are getting ALL of the

Show slide (or image) of three pieces of pizza (or several images of any single lunch/dinner entrée) to start to explain the concept of variety.

Show slide (or image) of pizza and taco, (or several images of different lunch/dinner entrées) to show them what a rainbow of color could look like.



important nutrients our bodies need to grow and be healthy. We also want to try new foods whenever we have the chance so that we find more types of healthy foods that we enjoy eating.

#### 4. Just the Right Amount

- The fourth and last part of POWER lunches and dinners that we'll talk about today is eating "Just the Right Amount". Eating just the right amount means eating not too much and not too little.
- Has anyone ever been so full after a large meal that your stomach hurt?
  - Yes, we have all probably done this before and it's not a good feeling.
- Has anyone ever not eaten enough at lunch because you wanted to go out and play? You were still hungry, but didn't want to take the time to keep eating.
  - That probably didn't feel good either, one hour later your tummy may have been grumbling or maybe you had a headache.
- To make sure our bodies feel good and feel strong, we need to make sure we eat just the right amount of food at our meals, not too much and not too little.
- Which of these sandwiches do you think is just the right amount? Well, if I woke up really early and ran a marathon (which is 26 miles!), do you think that would still be the right amount for me? Or, what if I had pancakes and eggs and bacon and a doughnut, for breakfast just a couple hours ago, do you think the middle one would still be the right amount?
- Eating just the right amount is different for all of us, and can also vary from day to day depending on what else you've had to eat, what you've done that day, and how you are feeling. How do you know when you've eaten just the right amount? Does your friend know when you've eaten just the right amount? Or does your teacher know when you've eaten just the right amount? No, you're the only one who knows when you've eaten just the right amount because you're the only one who knows how your body feels. It's important that we listen to our bodies to know what is "just the right amount".
- Eating just the right amount can be difficult sometimes, because the right amount is different for each one of us.
- Sometimes we are served much bigger helpings of food than we need. Can anyone think of a time at a restaurant or at home where you were served a HUGE portion? Eating just the right amount means eating until we are full. We could be full even if there is still food left on our plate. If you are out to eat, you can ask to take the rest home. If you are home you can put the rest in the fridge.
- Also, like we talked about a few minutes ago, eating just the right amount means not eating too little. Like the example we mentioned a few minutes ago, we might not eat all our food, because we're in a hurry. We want to make sure to eat until we are full. This way we will have the energy to work and play.
- During our first class together this year, we talked about mindfulness and mindful eating. Who can tell me what mindfulness means?
  - Mindfulness is awareness
  - Remember that when we practice mindful eating we are using several of our

Introduce eating "Just the Right Amount". The point of this section is to emphasize that eating the right amount is about not eating too much OR too little.

Show slide (or image) of three different sizes of sandwiches- a huge portion, a tiny portion, and a reasonable portion of any one food or meal. Explain that sometimes what we are served on our plate is too much or too little.

Optional Activity: Hunger Peas – this is a way to help children understand if they are full. (Read text below from website or put it into your own words)

"Did you know that your hunger is always changing? If you can, imagine that your hunger is like the peas above. We call these 'Hunger Peas' and they jump in their 'Fullness Pod' after a few bites. Now it is YOUR TURN: Try to notice when your hunger peas jump into your fullness pod. You can do this by slowing down and counting how many hunger peas you have before you eat. Now take a few bites of food and check in with your hunger peas. Has the number of peas changed? If it has, a few of the peas have jumped into the fullness pod. Think of your tummy as a pea pod. It can only fit a certain amount of peas. Our pod is ever changing, some days we are more hungry than other days." -

<https://mindfuleatingforkids.files.wordpress.com/2014/07/hunger-peas-fullness-pod-handout.pdf>



senses when we eat, not just tasting with our taste buds. This means also paying close attention to how foods look, smell, feel and even sound.

- When we practice mindful eating, it is easy for us to understand when we are full so we know when to stop eating. Being mindful also helps us understand if we are still hungry and need to eat a little more.
- Our bodies are very good at telling us when we're full if we take the time to listen. Trust your bodies to tell you when they are full, this may mean that you need to start listening harder.
  - You can listen harder by taking your time when you eat. This is another part of mindfulness. If we rush, our bodies won't have time to tell our brains that we are full before we get seconds. This can lead to the uncomfortable full feeling.
- Take a look at these photos, you may remember them from our first class:
  - On the top, the girl and the family are being mindful eaters. They are paying attention to eating and the experience of eating.
  - On the bottom, the boy and the couple are not being mindful. They are paying attention to the computer and the TV instead of to what they are eating.
- Who do you think will know when they have eaten just the right amount?
  - Correct! The mindful eaters are better able to listen to their bodies tell them when they are full. They can eat just the right amount for them, not too much and not too little.

### Power Lunches & Dinners Examples

- Let's look at some examples . . .
- Now that we've learned how to choose power lunches and dinners, we are going to go through some examples. I need your help to figure out if they are POWERFUL.
- Do you think this is a POWER lunch? Let's go through all the criteria to check.
  1. Does it have at least four food groups? Raise your hand if you can name a food group you see here. (Go over all food groups)
  2. Does it have a rainbow of fruits and vegetables? Raise your hand and let me know why or why not?
  3. Does it have variety?
  4. Is it just the right amount? It's hard for us to tell since this would be different for each one of us. What would you think about when deciding if it is just the right amount?
    - We would want to eat enough so we have the energy to play and think hard for the rest of the school day.
    - If we get full we can always put some back in our lunch box to eat later.
    - When eating, we should practice mindfulness by paying close attention to the smell, look, taste, feel and sound of the food when we eat it. We also want to take our time eating. This will help our bodies to tell us when we are full.

The class should have learned about mindfulness in the "MyPlate and Healthy Bodies" lesson, the first lesson in 3<sup>rd</sup> grade. If the class didn't get that lesson, you may want to briefly explain mindfulness, or skip over these slides if there is not enough time for explanation.

Show slide (or images) of people eating mindfully and not eating mindfully.

Show slides (or images) of the example meals. Go through all criteria for each example to conclude whether it's a power meal or not. Ask suggestions of how to make it into a power meal if it's not already. Allow for as much participation and discussion as time allows.



### Power Lunches and Dinners - Upgrades

- We can make almost any meal a power lunch or dinner with a few tweaks.
- Let's look at some examples of common lunches and dinners and think about how to upgrade them so they meet our four guidelines: at least four food groups, rainbow of fruits and vegetables, variety, and just the right amount.
- Here, we took a typical fast food meal and gave it a power upgrade. Let's see how the meals check out with our power criteria. (Depending on time you can go through the four criteria for both the old and upgraded meals OR just the upgraded one)
  - 1) Does it have at least four food groups?
    - The old meal has only 2 or 3 food groups – protein (hamburger); grains (bun); vegetable (French fries)
    - The new meal has 4 food groups – protein (hamburger); grains (bun); vegetables (carrots); fruits (apple)
    - The old meal has French fries which are a yellow light vegetable food (meaning eat them sometimes because they have too much fat and salt to eat them every day.)
    - The new meal has a side salad for the vegetable which is a healthier vegetable choice (it is a green light food that you could eat every day.)
    - We also substituted water for the soda that was in the old meal. Although neither of these are in a food group, we need to drink enough water to stay hydrated. Soda has a lot of sugar so it is not the healthiest beverage choice. (Another yellow light food) We could have added a milk for the beverage (that would help us build strong bones and teeth) and then we would have 5 food groups at this meal.
  - 2) Does this meal have a rainbow of fruits and vegetables?
    - The old meal provides only one vegetable (the light-yellow French fries) so very few vitamins and minerals for our body.
    - The new meal has two servings of healthy fruits and vegetables – apples and salad.
  - 3) Does this meal have variety? Did you eat this yesterday?
    - Remember, it would be better not to eat a hamburger every day, we would want to make some different meal choices throughout the week to get more variety from our protein group foods.
  - 4) Is this meal just the right amount?
    - The first meal has a huge portion of French fries, probably more than any of us need – look, you can see they fill up a whole plate.
    - The second meal looks like it has enough to keep us full, but not too much food to leave us stuffed.
    - Remember the right amount is different for each of us and even different at each meal depending on how hungry we are. We need to be mindful eaters at every meal and listen to our bodies to know how much to eat.
- Here's another example, this time with a school lunch. Both are from the same meal

The next few slides go through "power upgrades" to some common meals.

Show slides or alternate images of fast food meal, school lunch and/or other dinner examples, and their "power upgrades". Allow for as much participation and discussion as time allows.

*This can also be done in small groups.*



in the cafeteria, however we made a power upgrade to show the better choices you could make when picking out a lunch.

- Let's see how the meals check out with our power criteria. (Depending on time you can go through the four criteria for both the old and upgraded meals OR just the upgraded one)
  - 1) Does it have at least four food groups?
    - Old meal – only has 3 food groups. Dairy –milk; fruit – apple; protein – chicken
    - New meal – we added vegetables so that we have 4 food groups.
  - 2) Does this meal have a Rainbow of fruits and vegetables?
    - Old meal – There was only one color, red, because there was just a fruit with this meal.
    - New meal – We took two extra food items, both vegetables. Now we have three colors of the rainbow in our fruit and vegetable choices.
  - 3) Does this meal have variety? Did you eat it yesterday?
  - 4) Is this meal just the right amount?
    - Old meal – This meal might not be enough to keep us full.
    - New meal - With our extra vegetables we can stay full longer throughout the school day so we have the energy to play during recess and think hard during class in the afternoon.
- Here's another example, this time we have spaghetti and meatballs with ice cream, rolls and milk. This looks like it might be dinner out at a restaurant.
- Let's see how the meals check out with our power criteria. (Depending on time you can go through the three criteria for both the old and upgraded meals OR just the upgraded one)
  - 1) At least 4 food groups:
    - Both meals have four food groups, but we made changes to make the best choices for each food group.
    - Old meal: protein (meatball); vegetables (tomatoes in sauce); grains (rolls and pasta); dairy (milk and ice cream) When we use MyPlate as a guide this meal has too much grains, over half the plate is filled with food from the grains group and not enough fruit and veggie ( it should be half the plate).
    - New meal: protein (meat sauce); vegetables (tomato sauce and salad); dairy (milk); fruit (fruit salad)
    - New meal: we added a salad for another serving of vegetables, since the spaghetti sauce is a small serving of vegetables
  - 2) Rainbow of Fruits and Vegetables:
    - Old meal: Has pasta and rolls – both are grains; has milk and ice cream – both are dairy. While it's okay to have multiple foods from the same food group sometimes, the rolls and ice cream were not adding much extra nutrition. They would have filled up our tummies but we would not be getting enough vitamins and minerals from this meal. We made some substitutions to add color (fruits and vegetables) to the meal so we could get our needed vitamins and



<p>minerals. We made the meal healthier.</p> <ul style="list-style-type: none"> <li>○ New meal: We chose fruit instead of ice cream for dessert. There was already dairy in the meal, so we didn't need an extra serving. Fruit salad added one more food group to the meal and made for a healthier choice. We can have ice cream sometimes, but fruit is the healthier choice.</li> </ul> <p>3) Variety</p> <p>4) Just the right amount:</p> <ul style="list-style-type: none"> <li>○ We reduced the size of the pasta, because that looks like a bigger portion than we need. Remember, you can always get seconds or another snack if you listen to your body and still feel hungry.</li> <li>○ We took the rolls out of the meal since we had pasta for our grains group. If we did keep the rolls, it would be best to eat one first along with the rest of the meal. If you were still hungry after mindfully eating all the food then it might be okay to get a second roll.</li> </ul> <p><b>Group Activity:</b></p> <ul style="list-style-type: none"> <li>• Now we're all going to get a chance to practice</li> <li>• Think about one meal that you had for lunch or dinner this week. With a partner, brainstorm 2-3 healthy meal upgrades that you could make so that it fits within our guidelines for a healthy meal. Remember we talked about: <ul style="list-style-type: none"> <li>○ At least 4 food groups – A challenge would be to fit in all 5 food groups</li> <li>○ Rainbow of Color—from Fruits and Vegetables - Can you add a NEW vegetable that you don't eat every day?</li> <li>○ Just the right amount – What can you choose or how can you eat to make sure you are choosing just the right amount</li> </ul> </li> </ul>	<p>Have students work in pairs or groups to make their own meal upgrade based on a meal they eat at home or school. They can do this activity in their journals as their reflection for the day.</p> <p>Alternate activity option: Give them an example meal (maybe from the school lunch menu) and have them work in groups to choose healthy upgrades.</p>
<h3>Wrap-Up</h3>	
<ul style="list-style-type: none"> <li>• Review the four parts of power lunches and dinners: <ul style="list-style-type: none"> <li>○ At least 4 food groups</li> <li>○ Rainbow of Fruits and Vegetables</li> <li>○ Variety</li> <li>○ Just the right amount</li> </ul> </li> </ul>	
<h3>Challenge</h3>	
<ul style="list-style-type: none"> <li>• I challenge you to use what you learned today to upgrade one of your favorite meals to be a power lunch or dinner. This could be a school lunch, packed lunch or dinner at home. Get your friends family involved to make it more fun!</li> </ul>	
<h3>Taste Test Ideas</h3>	
<ul style="list-style-type: none"> <li>• Quesadillas</li> <li>• No Bake Pizza</li> </ul>	





- Pesto Pizza Salad
- Turkey Wrap

## Parent Handouts

Today in Nutrition Class . . . Power Lunches & Dinners

## Lesson Roadmap

- Review
  - Food Groups
  - Review Healthy Breakfast
- Introduce Power Lunches and Dinners
  - At Least 4 Food Groups
  - Rainbow of Fruits and Vegetables
  - Variety
  - Just the Right Amount
- Application/Practice
  - Power Lunches and Dinners Examples
  - Power Lunches and Dinners Upgrades
  - Power Meal Upgrade Activity
- Wrap Up

