



Dear Teacher:

Re: GrowingGreat Lesson #5

Today's lesson is "Heed Your Warning Lights." Your GrowingGreat Docent will lead students through an interactive lesson designed to teach them when is the best time to start eating, stop eating and the signs a body gives during this process. Students will also learn about food allergies and intolerances and how to identify them. All students will receive a "Grill Me About..." handout to take home to their parents or it will be sent home via email

Your packet includes:

- An outline of the lesson for you to follow
- A copy of the "**My Goals**," This activity is designed to reinforce what the kids learned this year and to get the whole family involved in making higher quality choices
- A survey for your feedback, which you can return to _____

We hope you and your students enjoyed the lessons this year. Thank you!

Sincerely,

LESSON OUTLINE

Lesson #5: Heed Your Warning Lights

Lesson Objective: Students will identify signs of feeling satisfied rather than full and will understand the importance of listening to their bodies; students will understand what a food allergy or sensitivity is and some alternative food choices.

Classroom Lesson Outline:

1. Review from Lesson #4 4 minutes
2. When to start eating and when to stop 20 minutes
 - a. Hunger scale from 1 to 4
 - b. Use volunteers to illustrate the best time to start eating.
 - i. At 2 on the scale – when you start to feel hungry
 - ii. You can control what and how much you eat
 - c. Use volunteers to illustrate the best time to stop eating.
 - i. When you feel satisfied
 - ii. Paying attention to your meal helps you hear signals when it is time to stop eating
3. Mindless eating
 - a. While watching TV is most common
4. Food Allergies
 - a. Dairy/lactose intolerant – cannot eat dairy products from cow, sheep, goat milk
 - b. Gluten intolerance/Celiac disease – Cannot eat certain grains – wheat, oats, rye, spelt
 - c. Corn, soy, eggs, peanuts/tree nuts – Cannot eat foods containing these products
5. Review 5 minutes
6. Optional Food Sample 8 minutes



Recommended Reading

Stop when full? You must be French By Brian Wansink, Ph.D.

California State Standards met by grade

3rd grade:

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Students will:

- Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.

4th grade:

All organisms need energy and matter to live and grow. As a basis for understanding this concept:

- Students know plants are the primary source of matter and energy entering most food chains

5th grade

Listening and Speaking Strategies

Organization and Delivery of Oral Communication

- Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Comprehension

- Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.



My Goals for Making High-quality Eating Choices

This week I will eat a variety of HQ proteins, fats and carbohydrates by:

- Including a colorful fresh fruit with my breakfast, such as berries or tangerine
- Eat a fresh vegetable for snack, such as baby carrots and ranch dressing, celery and peanut butter or sliced cucumbers with sea salt
- Eat three different colored fruits and three different colored vegetables throughout my day
- Make a sandwich with whole grain bread
- Choose grilled chicken instead of nuggets when eating out
- Drink water instead of soda or sports drinks

This week I will read ingredient lists and avoid foods with:

- High-fructose corn syrup
- Artificial colors
- Artificial flavors
- Sugar as the first ingredient
- Hydrogenated or partially hydrogenated oils
- Long ingredient lists
- Ingredients I cannot pronounce or don't recognize

This week I will make High-quality breakfast choices by:

- Waking up early enough to eat breakfast
- Choosing breads, frozen waffles or pancakes made with whole grains
- Eating protein such as nut butter, eggs, or meat such as ham or turkey sausage
- Try a new type of hot cereal such as millet, steel cut oats or mixed grains
- Eat leftover dinner for breakfast

This week I will listen to my body's signals by:

- Listening to signs of hunger and eating when I start to feel hungry
- Pay attention when eating and stop when I feel satisfied
- Turn off the TV during meal times
- Have dinner with my family at least one night
- Remember to pack high-quality snacks when going out
- Listen for signs a particular food does not work for my body