



Growing healthy keiki, schools, and communities  
A program of the Kōkua Hawai'i Foundation

# Nutrition Education Student Workbook Grade 6

Student's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

[www.kokuahawaiifoundation.org/aina](http://www.kokuahawaiifoundation.org/aina)

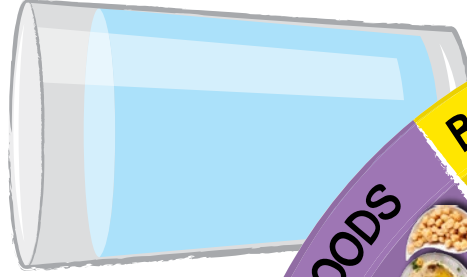


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# ‘ĀINA FOOD GUIDE: A Foundation for Good Health

**“CLOSE TO THE SOURCE”** foods are high quality whole foods that come straight from nature. These foods are less processed, with little being added or taken away, and are usually more nutritious than processed foods. Choose locally grown foods because they are fresher, tastier, and better for the environment.

Eat a variety of “close to the source” foods from each food group each day to keep healthy, strong, and ready to learn!



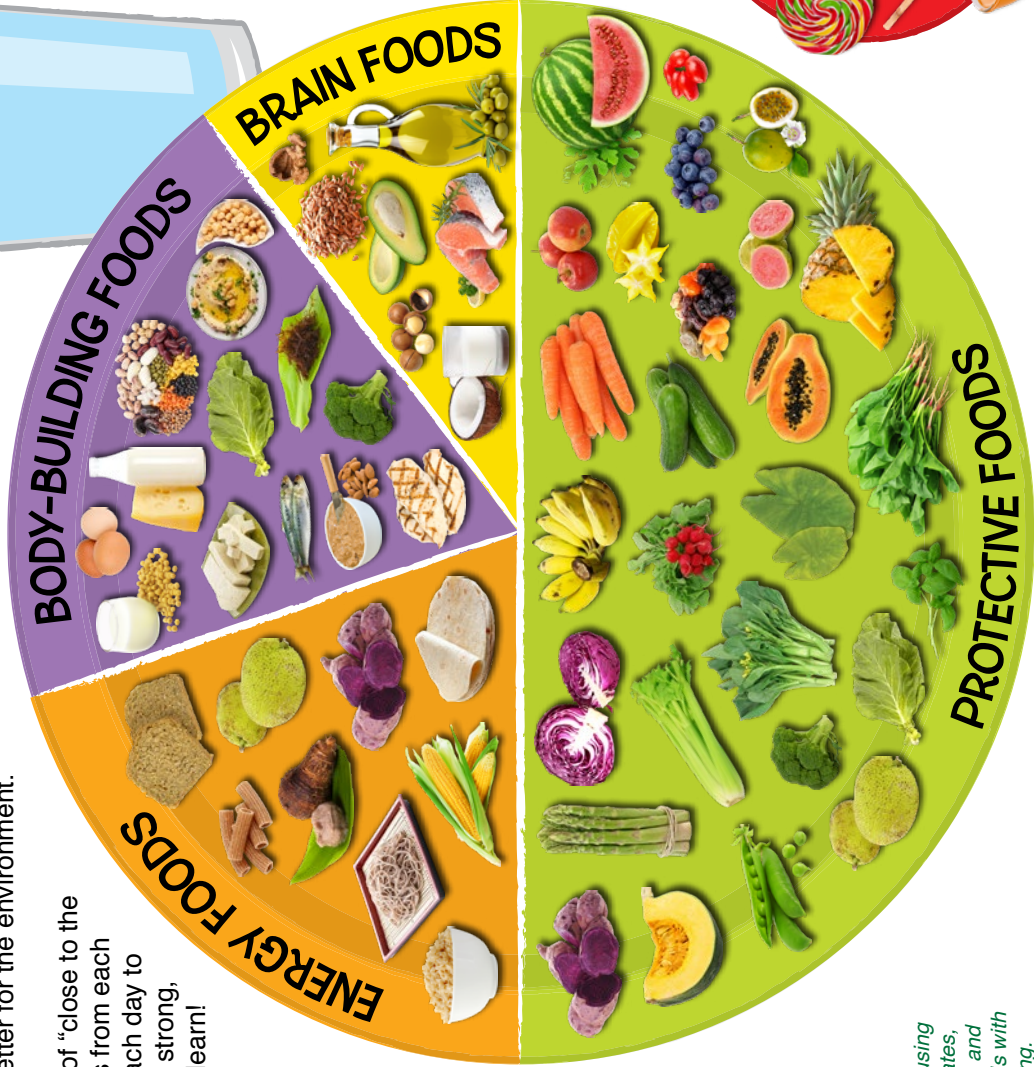
*Water is important for all systems in our bodies.  
Kids should drink at least 6 to 8 cups a day.*

**PROTECTIVE FOODS** are fruits and vegetables that are high in vitamins, minerals, phytonutrients, and fiber. They help keep us healthy and protect us from getting sick.

**ENERGY FOODS** are complex carbohydrates like whole grains and starchy fruits and vegetables that give us long-lasting energy and fiber.

**BODY-BUILDING FOODS** contain both protein and calcium, and come from both plants and animals. They include foods like beans, eggs, fish, lean meats, tofu, and dark greens. They help us grow healthy and strong bones, muscles, teeth and hair.

**BRAIN FOODS** are high quality fats and oils that come from plants and some fish. They help us to learn and remember things and are also good for our hearts.



*Reduce waste by using reusable forks, plates, cups, and napkins and choosing fresh foods with minimal packaging.*

**CAUTION FOODS** are foods high in sugar, fat, or salt. We should eat them in moderation and choose “close to the source” options whenever possible.



Student Worksheet  
**NUTRITION EDUCATION**  
Grade 6 \* Pre-Unit Survey

Name .....  
School.....Date .....  
Teacher .....

I have been at this school since grade: K 1 2 3 4 5 6 (circle one)

*This Pre-Unit Survey is to see what you already know about these topics. It is ok if you don't know any of the answers. You will be learning about these topics this year. Try your best and have fun!*

**1. Complete each sentence. Fill in one of the letters in the box to the right:**

- A) The main way fruits and vegetables help our bodies is by: \_\_\_\_\_.
- B) The main way high quality fats help our bodies is by: \_\_\_\_\_.
- C) The main way complex carbohydrates help our bodies is by: \_\_\_\_\_.
- D) The main way protein and calcium foods help our bodies is by: \_\_\_\_\_.

- a. Providing long-lasting energy to play and learn
- b. Protecting our bodies from sickness
- c. Building strong muscles, bones, and teeth
- d. Building a healthy brain

**2. What is a Balanced Breakfast made up of? Circle the correct answer in each row:**

- A) Processed Fruits & Vegetables .... or .... Whole Fruits & Vegetables
- B) Complex Carbohydrates .... or .... Simple Carbohydrates
- C) Highly Processed Proteins .... or .... Minimally Processed Proteins
- D) High Low Quality Fats .... or .... Low Quality Fats

**3. Circle the ingredients in the granola bar that are “red flags,” or ingredients to be cautious of eating too much of:**

Oats, sugar, pumpkin seeds, high fructose corn syrup, hydrogenated canola oil, dried coconut, artificial flavors.

**4. What are the impact(s) of imported foods? Circle ONE answer:**

- a. Packaging and pollution
- b. Loss of nutrients in the food
- c. More food miles
- d. All of the above

**5. How can you eat mindfully? Circle each CORRECT answer:**

- a. Taste all the flavors in the food
- b. Do your homework while eating
- c. Slow down
- d. Listen to body signals
- e. Take bigger bites
- f. Watch TV while eating

**6. What types of foods have “Empty Calories”? Circle ONE answer:**

- a. Foods that are lightweight, like popcorn
- b. Foods and drinks that provide calories, but few nutrients that benefit our bodies, like soda and candy
- c. Drinks that you can see through, like mint-flavored water
- d. Foods with no calories

**7. If a serving size of orange juice is 8 ounces, how many servings are in a 20 ounce bottle? Circle ONE answer:**

- a. 1 serving
- b. 2 1/2 servings
- c. 3 servings
- d. 8 servings

**8. Claims in food advertisements are \_\_\_\_\_ true. Circle ONE answer:**

- a. always
- b. sometimes
- c. never

9. Do you like gardening? Circle ONE answer:

- a. I do not like
- b. unsure
- c. I like a little
- d. I like a lot

10. Do you like eating fruits and vegetables? Circle ONE answer:

- a. I do not like
- b. unsure
- c. I like a little
- d. I like a lot

11. Do you like cooking? Circle ONE answer:

- a. I do not like
- b. unsure
- c. I like a little
- d. I like a lot

12. Do you like making compost? Circle ONE answer:

- a. I do not like
- b. unsure
- c. I like a little
- d. I like a lot

13. Do you like 'ĀINA Lessons? Circle ONE answer:

- a. I do not like
- b. unsure
- c. I like a little
- d. I like a lot

14. Do you and your family grow any food at home? Circle: Yes or No

If yes, please list the foods you grow at home: \_\_\_\_\_

15. Do you compost at home? (compost pile, worm bins, or bokashi bucket) Circle: Yes or No

16. How often do you eat fruits and vegetables? Circle ONE answer:

- a. I don't eat fruits and vegetables
- b. 1-2 times a week
- c. 3-5 times a week
- d. Every day

17. Circle the fruits and vegetables that you like to eat:

- Apple    Cantaloupe    Banana/Mai'a    Blueberries    Avocado    Coconut/Niu    Guava    Dragonfruit  
 Mango    Passionfruit/Liliko'i    Honeydew    Rambutan    Tangerine    Strawberry    Blackberries  
 Lemon    Starfruit    Breadfruit/'Ulu    Lychee    Orange    Papaya    Pineapple    Watermelon  
 Radish    Spinach    Basil    Beans    Broccoli    Squash    Zucchini    Sweet Potato/'Uala    Corn    Tomato  
 Lettuce    Watercress    Taro/Kalo    Cucumber    Green Beans    Asparagus    Carrots    Celery    Kale

Other: \_\_\_\_\_

18. Describe what 'āina means to you: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

19. List two ways that you take care of the 'āina:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

20. Complete the following sentence:

My favorite thing about 'ĀINA In Schools Lessons is \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_





A program of the Kōkua Hawai'i Foundation

A farm to school program connecting children to their land, waters, and food to grow a healthier Hawai'i

ĀINA In Schools is a farm to school initiative launched in 2006 that connects children to their local land, waters, and food to grow a healthier Hawai'i. In addition to encouraging the use of locally grown fruits and vegetables in school meals and snacks, the program includes a standards-based nutrition, garden, and compost curriculum that empowers children to grow their own food, make informed food decisions, and reduce waste. ĀINA In Schools also promotes field trips to local farms, chef cooking demonstrations in classrooms, as well as waste reduction, garden, and cooking educational opportunities for families and community members.



## Six Integrated Program Components

Core components:

- **Nutrition Education** empowers students to try new foods and make healthy choices that will last a lifetime.
- **Garden-Based Learning** transforms the school garden into a learning laboratory where all subjects are explored.
- **Healthy Food on Campus** increases local, fresh products in school lunches and snacks to provide healthy choices and support local farms.

Additional components:

- **Agricultural Literacy** introduces students to where their food comes from and who grows and prepares their food.
- **Waste Reduction** reduces, reuses, and recycles waste in gardens, schoolyards, cafeterias, and classrooms.
- **Family & Community Outreach** raises awareness to support student, family, and community health and wellness.



## ĀINA In Schools Curriculum

- The ĀINA In Schools curriculum includes 8 lessons per year for grades K-6 that are standards-based, multi-subject, and hands-on. The curriculum supports a variety of learning styles and covers topics from the Nutrition, Garden, and Waste Reduction components. Successive units enable students to build on previous knowledge while developing a solid foundation in 'āina-based systems thinking. Nutrition and garden lessons also include close to the source, healthy snacks that reinforce key concepts.
- ĀINA In Schools Curriculum Trainings for Educators and online access to all materials via the Kōkua Hawai'i Foundation website enable educators to bring the ĀINA In Schools experience to students throughout Hawai'i and beyond. Lessons connect to Common Core, NGSS, and HCPSIII standards for grades K-6 and are easily adaptable for other grades.

## Key KHF Farm to School Partnerships

- Co-leader and founding partner of the **O'ahu Farm to School Network**: [www.facebook.com/oahufarm2school/](http://www.facebook.com/oahufarm2school/)
- Founding member of the **Hawai'i Farm to School Hui**: [www.hiphi.org/farmtoschool](http://www.hiphi.org/farmtoschool)
- Hawai'i Core Partner for the **National Farm to School Network**: [www.farmtoschool.org](http://www.farmtoschool.org)
- Kōkua Hawai'i Foundation is also an Advisory Committee member of the **Hawai'i Environmental Education Alliance**: [www.heea.org](http://www.heea.org)

"As an educator, I appreciate your program on so many levels. Your program does more than simply address state standards, but gives our students meaning and relevance as they study and engage in a living classroom where they literally see the fruits (and vegetables!) of their labor."

School Principal

ĀINA In Schools is a program of the Kōkua Hawai'i Foundation



[www.kokuahawaiifoundation.org/aina](http://www.kokuahawaiifoundation.org/aina)



Fill in the blanks to complete each statement about the key concepts of the 'ĀINA Food Guide. List or draw a food example in the right column.

**WORD BANK**

<i>moderation</i>	<i>sugar, fat, or salt</i>	<i>high quality</i>
<i>complex carbohydrates</i>	<i>protein and calcium</i>	<i>fruits and vegetables</i>
<i>learn and remember</i>	<i>vitamins, minerals, phytonutrients, and fiber</i>	<i>fats and oils</i>
<i>less processed</i>	<i>plant and animal</i>	<i>whole grains</i>



<p><b>CLOSE TO THE SOURCE</b> foods are _____ foods that come straight from nature. They are _____ and more nutritious because little is added or taken away.</p>	<b>Example:</b>
<p><b>PROTECTIVE FOODS</b> are _____ that are high in _____. It is good to eat a rainbow of colorful, close to the source, protective foods.</p>	<b>Example:</b>
<p><b>ENERGY FOODS</b> are _____ that give us long lasting energy. Eat energy foods that are close to the source, minimally processed, and made from starchy fruits and vegetables or _____.</p>	<b>Example:</b>
<p><b>BODY-BUILDING FOODS</b> are high in _____ and help us grow taller, stronger and smarter! Body-building foods come from both _____ sources.</p>	<b>Example:</b>
<p><b>BRAIN FOODS</b> are high quality _____ that come from plants and some fish. They help us _____ things and are good for our hearts.</p>	<b>Example:</b>
<p><b>CAUTION FOODS</b> are high in _____. We should eat caution foods in _____ (only sometimes) and choose close to the source options that are good for our bodies.</p>	<b>Example:</b>

**Dear Parent or Caregiver:**

Recently, your child participated in the first of eight nutrition lessons as part of ‘ĀINA In Schools, a program of the Kōkua Hawai'i Foundation. ‘ĀINA In Schools is a farm-to-school initiative that connects children to their local land, waters, and food to grow a healthier Hawai'i. Program components vary from school to school and include nutrition education, garden-based learning, healthy snacks, farm field trips, waste reduction, and family and community outreach.



By **Actively Integrating Nutrition and Agriculture In Schools**, we hope to improve the health of our keiki and our environment through interactive and meaningful lessons. We invite you to participate by reinforcing these concepts at home.

**Through these nutrition lessons, your child will be introduced to the following ‘ĀINA concepts:**

- Choosing “**close to the source**” foods are good for the health of our bodies and the environment. Close to the source foods come straight from nature and have little added or taken away from them.
- The **‘ĀINA Food Guide** and how various foods can be categorized:
  - **Energy Foods** - complex carbohydrates like sweet potatoes and brown rice
  - **Protective Foods** - fruits and vegetables like bananas, broccoli and carrots
  - **Body Building Foods** - foods with protein and calcium like fish, beans, and cheese
  - **Brain Foods** - healthy fats like olive oil, nuts, and avocados
  - **Caution Foods** - foods that are high in sugar, fat, or salt.

You can reinforce these concepts at home by discussing them with your keiki and reviewing their worksheets together. Check out this lesson's resource page for additional information, activities, and videos: [kokuahawaiifoundation.org/ainalessons](http://kokuahawaiifoundation.org/ainalessons).

Each lesson also includes a snack sample. In Lesson #1, our snack was a Poi Smoothie made with ingredients from each ‘ĀINA Food Guide category. You can make one together using the recipe on the back of this letter.

**To learn more about ‘ĀINA In Schools at your child's school, contact the school's ‘ĀINA Team. For answers to your nutrition questions or to volunteer with ‘ĀINA In Schools, please contact:**

**[aina@kokuahawaiifoundation.org](mailto:aina@kokuahawaiifoundation.org)**



## Poi Smoothie

This recipe includes ingredients from each category of the 'ĀINA Food Guide: Energy Food (poi), Protective Food (berries & banana), Body-Building Food (soy milk), Brain Food (coconut milk), and Caution Food (honey).

### Fill blender with ingredients in this order:

- 2 ripe locally-grown bananas
- 2 cups frozen organic berries
- 1 cup poi
- 2 cups organic soy milk (or almond, hemp, etc.)
- 1/4 cup coconut milk
- 1 Tablespoon Hawaiian honey
- 1 cup crushed ice

Cover blender.

Blend until well combined and smooth.

Makes approximately five 8 ounce servings



Smoothies are an easy way to enjoy a variety of fruits and vegetables and make a great snack or light meal. Get creative with ingredients to find your favorite combinations. You can even add a few kale leaves (with ribs removed) or a handful of spinach for some extra GREEN protective power!

Poi Smoothie recipe adapted from Armitage, K. and Odom, S.K., *Hāloa*, Kamehameha Schools 2006.





Student Worksheet  
**BUILDING A BALANCED BREAKFAST**  
 Lesson 2 - Off to a Great Start!

Name .....

Class ..... Date .....

Use the lists below and your ĀINA Food Guide to plan two balanced breakfasts.

## Breakfast #1

Whole Fruit or Vegetable: \_\_\_\_\_

Complex Carbohydrate: \_\_\_\_\_

Minimally Processed Protein: \_\_\_\_\_

High Quality Fat: \_\_\_\_\_

## Breakfast #2

Whole Fruit or Vegetable: \_\_\_\_\_

Complex Carbohydrate: \_\_\_\_\_

Minimally Processed Protein: \_\_\_\_\_

High Quality Fat: \_\_\_\_\_

PROTECTIVE FOODS Whole Fruits & Vegetables	ENERGY FOODS Complex Carbohydrates	BODY-BUILDING FOODS Minimally Processed Protein	BRAIN FOODS High Quality Fats
Banana	Whole grain bread	Eggs	Avocado
Strawberries	Brown rice	Peanut butter	Olive oil
Spinach	‘Ulu - Breadfruit	Yogurt	Pumpkin seeds
Orange	Kalo	Fish	Nuts
Guava	Whole grain tortilla	Milk	Flax seeds
Carrots	Whole grain waffles or pancakes	Tofu	Peanut butter
Kale	Whole grain hot cereal like oatmeal	Cottage cheese	Almond butter
Papaya	Sweet potato		

Dear Parent or Caregiver,

In 'ĀINA In Schools Nutrition Lesson #2, students learned:

- Why it is important for them to eat a balanced breakfast each day: breakfast fuels your body, helps you concentrate, and keeps you happy.
- The elements of a balanced breakfast are:
  - whole fruits and vegetables
  - complex carbohydrates
  - minimally processed proteins
  - high quality fats
- How to make an easy breakfast using close to the source ingredients.



Ways you can reinforce these concepts:

- Enjoy breakfast together whenever possible. Try breakfast at school together.
- Make the parfait recipe together, either as breakfast or a snack. Your child will have fun teaching you how!
- Ask your child to tell you about which 'ĀINA Food Group each of the parfait ingredients belongs to and their nutritional benefits.
- Check out this lesson's resource page for additional information, activities, and videos: [kokuahawaiifoundation.org/ainalessons](http://kokuahawaiifoundation.org/ainalessons).

## Balanced Breakfast Parfaits

Ingredients:

- low fat plain yogurt - Body-Building Food
- sliced local apple bananas - Protective Food
- whole grain cereal or granola - Energy Food
- flax seeds or shelled pumpkin seeds - Brain Food
- Hawaiian honey - Caution Food



Instructions:

1. In a clear glass or bowl, add yogurt, bananas, and granola in layers.
2. Sprinkle a tablespoon of pumpkin or flax seeds.
3. Top off with a drizzle of local honey.



Student Worksheet  
**LOOKING FOR CLUES**  
 Lesson 3 – Label Detectives

Name .....

Class ..... Date .....

Foods that look the same can have very different ingredients. Read the ingredient lists for each pair and determine which one is closest to the source and the better food choice.

	Applesauce A	Applesauce B	Drink A	Drink B	Cereal A	Cereal B	Yogurt A	Yogurt B
1. Place a check mark below the item in each pair that has more ingredients.								
2. Place a check mark if there are any ingredients you don't recognize.								
3. Place a check mark for each "red flag ingredient" on the list: •Partially hydrogenated oil or shortening •Salt or sodium •Added sugars •High fructose corn syrup (or HFCS) •Artificial color (red, yellow, blue) •Artificial flavor								
4. Place a check mark if a red flag ingredient is one of the top 3 ingredients on the list.								
5. Tally the total number of check marks.								
	Applesauce A	Applesauce B	Drink A	Drink B	Cereal A	Cereal B	Yogurt A	Yogurt B

6. In the last row of the table, circle the food item in each pair that is closest to the source.

Hint: The item with the *least* check marks is the better food choice.

Dear Parent or Caregiver,

In 'ĀINA In Schools Nutrition Lesson #3, students:

- Explored a food ingredients list and discussed how to determine whether or not the food is “close to the source.”
- Identified the names of “red flag ingredients” such as added sugars, salt, hydrogenated oils, and artificial colors and flavors.
- Discussed the negative health effects of consuming foods high in added sugar, salt, hydrogenated oils, and/or artificial colors and flavors.



Ways you can reinforce these concepts:

- When shopping with your child, be a food investigator. Follow the steps on the back of this sheet to identify “red flag ingredients” and choose close to the source alternatives. Look for shorter lists with ingredients you recognize as “real” food.
- For tips on meeting Department of Education Wellness Guidelines when bringing food to school for birthdays and other celebrations, check out our “Healthy & Waste-Free Classroom Celebrations” Resource Guide at [www.kokuahawaiifoundation.org/resources](http://www.kokuahawaiifoundation.org/resources).
- Check out this lesson’s resource page for additional information, activities, and videos: [kokuahawaiifoundation.org/ainalessons](http://kokuahawaiifoundation.org/ainalessons).



Red Flag Ingredients to watch out for:

- **Hydrogenated Oils** — Food manufacturers add hydrogenated oils to food to extend their shelf life. These oils harm the brain and nervous system and are associated with diabetes, cancer, and heart disease. The FDA has banned trans fats, but they may still be found in some foods. The best way to avoid trans fats is to read labels--even if it says “0 g trans fats, look for “hydrogenated” in ingredients list--and limit how much processed and fried fast food you eat.
- **Added Salt/Sodium** — Too much sodium can contribute to dehydration, causing fatigue and loss of concentration. Recommended daily intake is 2200 mg/day for 9-13 year olds (2300 mg for adults), but the typical American’s sodium intake is 4000-5000 mg/day, due to the fact that over 75% of sodium consumed is derived from salt added by food manufacturers.
- **Added Sugars** — There are many different names for added sugar: fructose, dextrose, maltose, sucrose, high fructose corn syrup, sugar, brown sugar, honey, molasses, and more. High amounts of added sugar weakens the immune system and contributes to more serious conditions such as diabetes and obesity.
- **High Fructose Corn Syrup** — This man-made sweetener is added to many foods such as fruit juice, soda, cereal, bread, ketchup, and mayonnaise. High fructose corn syrup, also referred to as HFCS, reduces the body’s ability to inhibit food intake and satiety (satisfaction/fullness). It is thought to contribute to disease, even among children, and is processed as a toxin by the liver.
- **Artificial Colors and Flavors** — Food manufacturers add artificial colors and flavors into foods to make them look more attractive or make the flavor stronger. Some examples of these synthetic food additives are: blue #1 and 2, green #3, red #40, yellow #5 and 6, monosodium glutamate (MSG, also called “natural flavoring” on many label), hydrolyzed soy protein, autolyzed yeast extract, disodium glutamate.



***How does food get from the place it is grown to your plate?***

**Directions:** Map the journey of your food from where it's grown to your home. Note the resulting nutritional and environmental impacts.

**Imported Food  
Bought at the  
Grocery Store**



Farm  
(Outside  
Hawai'i)



**Locally Grown Food  
Bought at the  
Grocery Store**



Hawai'i  
Farm



**Locally Grown Food  
Bought at the  
Farmers' Market**



Hawai'i  
Farm



**Homegrown Food  
From Your Garden**



Home  
Garden



1. Which food system has the most "food miles"? \_\_\_\_\_

2. Which food system path causes the most negative impacts to the environment? \_\_\_\_\_

3. Which food systems provide close to the source and nutritious food? \_\_\_\_\_



# Student Worksheet

## THE 'ĀINA SCORE

### Lesson 4 – Food Choices for Your Environment

Name .....

Class ..... Date .....

**Directions:** Evaluate how **close to the source** each food is by giving it an “A” for every environmental or health benefit listed on the left. Add up the “A’s” to get each food’s ‘ĀINA Score out of 10. The higher the ‘ĀINA Score, the better it is for our environment and our bodies.

	Protective Foods		Energy Foods		Body Building Foods		Brain Foods		Caution Foods	
	Homegrown Tomatoes	Imported Bananas	Imported White Rice	Waiāhole Poi (organic)	Mainland Milk	Wahiawā Eggs	Italian Olive Oil (organic)	Moloka'i Avocados	Apple Jills Cereal	Soda (Plastic Bottle)
Whole or minimally processed										
No added fats										
No added salts										
No added sugar										
No artificial ingredients										
No plastic packaging										
No paper packaging										
Grown in Hawai'i										
Grown without pesticides										
Grown in a home garden										
<b>'ĀINA Score Out of 10:</b>										

1. Which foods score 7 or higher and provide the most benefit for our health and environment? \_\_\_\_\_
2. Which foods score 3 or lower and have the worst impact on our health and environment? \_\_\_\_\_
3. Which food is closest to the source? \_\_\_\_\_
4. What other questions should you ask when evaluating a food? \_\_\_\_\_

Dear Parent or Caregiver:

In ĀINA In Schools Nutrition Lesson #4, students:

- Explored how our food choices affect our environment.
- Observed the ahupua'a system, as a model sustainable food system which traditionally provided a stable food supply for Hawai'i's people.
- Compared the environmental impacts of fruits and vegetables shipped to Hawai'i to those grown in Hawai'i.
- Discovered the nutritional benefits of choosing fruits and vegetables grown in Hawai'i as they are "closer to their source."
- Discussed how to decrease waste by choosing foods with less packaging and using reusable containers and bags.

Ways You Can Reinforce These Concepts:

- Start a simple container garden to make your family's food choices a little more sustainable.
- Buy locally-grown produce cultivated without pesticides and choose organic whenever possible.
- Use your family's new reusable bag when shopping at the store or farmers' market. Join the Plastic Free Hawai'i Coalition and make a commitment today at [kokuahawaiifoundation.org/plasticfree](http://kokuahawaiifoundation.org/plasticfree).
- Check out the "Healthy & Waste-Free Lunch Resource Guide" for tips on reducing waste and sourcing local produce.
- Check out this lesson's resource page for additional information, activities, and videos: [kokuahawaiifoundation.org/ainalessons](http://kokuahawaiifoundation.org/ainalessons).

## Banana Sorbet

Banana Sorbet is a delicious, healthy, and "close to the source" alternative to ice cream.

### Directions:

- 1) Grow your own or purchase local apple bananas
- 2) Peel ripe bananas
- 3) Chop into small pieces for easier processing later
- 4) Place in freezer overnight
- 5) Blend in food processor until creamy and smooth. If needed, add a tiny bit of water or your choice of milk as you blend the bananas.
- 6) Eat!



**Optional: Get creative and play with different flavors. Add a sprinkle of cinnamon or mix in different fruits like pineapple, mangoes, or berries. You can also top it with chopped Hawai'i-grown macadamia nuts for a gourmet touch!**

Kōkua Hawai'i Foundation's **Plastic Free Hawai'i** program aims to reduce single-use plastics on school campuses by encouraging students, faculty, and parents to make plastic free commitments such as using reusable water bottles and tote bags and packing waste free lunches.

**We invite you and your family to join the movement and be part of the Plastic Free Hawai'i Coalition.**

**Make Your Plastic Free Commitments Today!**

- Carry Reusable Bags**  
Keep one in your purse or backpack and a few in your car, so you don't forget to use them.
- Give Up Bottled Water**  
Use a reusable water bottle or a glass jar. You'll save money too!
- Choose Reusable Containers**  
Ditch zip-top bags and plastic wrap and use glass containers for leftovers instead.
- Cut out Plastic Packaging**  
When shopping, buy fewer items packaged in plastic.
- Say "No Thanks" to Straws**  
Drink straight from a cup or carry your own stainless steel or glass straw.
- Pack Waste-Free Lunches**  
Ditch single-serve items and replace with a reusable lunch box and containers.
- Stop Styrofoam**  
Patronize restaurants that carry biodegradable take-out materials and do not use styrofoam.



*A program of the  
Kōkua Hawai'i Foundation*

- Throw Plastic Free Parties**  
Treat guests to reusable party ware instead of disposable plates, cups, and cutlery.
- Organize a Beach Cleanup**  
This is a great way to reduce plastic pollution and bring friends, family, school and community together to take action.
- Get Active in Legislation**  
Choose a topic, write a letter and present testimony to local officials at meetings or hearings.

**Register Your Commitments and Join the Coalition at  
[www.kokuahawaiifoundation.org/plasticfree](http://www.kokuahawaiifoundation.org/plasticfree).**





Student Worksheet  
**BODY TALK HUNGER SCALE**  
 Lesson 5 – Body Talk

Name .....

Class ..... Date .....

**Directions:** Describe some of the feelings you might have for each level of hunger and fullness on the body talk scale. You can use words in the word bank for ideas, or think back to your own experiences. Some feelings may be listed more than once.

<b>Famished</b>	<b>Hungry</b>	<b>*Satisfied*</b>	<b>Full</b>	<b>Stuffed</b>

**WORD BANK**

shaky    distracted    irritable    focused    empty    tired    heavy    jittery    calm    puffy    cranky  
 dizzy    energized    bored    painful    happy    weak    comfortable    nauseated    able to concentrate  
 bloated    light-headed    stomach growling    uncomfortable    faint    content    sore tummy

Dear Parent or Caregiver,

In 'ĀINA In Schools Nutrition Lesson #5, students:

- Discussed the importance of reading their body signals in order to make healthy food choices.
- Identified body signals associated with hunger, satiety, and fullness to determine when to start and stop eating.
- Practiced mindful eating by paying special attention to the taste, smell, and texture of their snack and slowing down to listen to their body signals.

**Ways you can reinforce these concepts:**

- Ask your child to describe for you the different signals their body gives them when they are “famished,” “hungry,” “satisfied,” “full,” and “stuffed.”
- Prepare the black bean and corn salsa recipe together. When you're ready to eat, sit down together and take your time to enjoy the flavors and textures of the salsa.
- Try a new close to the source food with your child this week.
- Check out this lesson's resource page for additional information, activities, and videos: [kokuahawaiifoundation.org/ainalessons](http://kokuahawaiifoundation.org/ainalessons).

### Body-Building Black Bean and Corn Salsa

- 2 - 15 oz. cans organic black beans, drained and rinsed
- 3 ripe **tomatoes\***, diced small
- 3 ears **corn\***, steamed ahead of time and kernels shaved off
- 1 garlic clove, minced
- Juice from 2 small **limes\*** (or 1 large lime)
- 1 bunch fresh **cilantro\***, chopped fine

\*These items are available locally

Serve with: **Cucumbers\*** sliced at an angle or whole grain tortilla chips

### Tips:

- Add avocado chunks and serve over brown rice or quinoa for a hearty meal.
- Save money by cooking dry beans. Look online for simple directions, including a “quick soak method” that can cut your pre-soak time to an hour!
- Cilantro can grow easily in a container garden or in the ground. Start a few seeds now and you'll soon be harvesting your own.

Reference Sheet  
**WHAT IS A RECOMMENDED SERVING?**  
Lesson 6 – Portion Distortion

Name .....

Class ..... Date .....

	What is a Recommended Serving?	1 hour of activity/day	1+ hour of activity/day
<b>Protective Foods</b>	<ul style="list-style-type: none"> <li>• fresh fruit or 100% fruit juice: 1 cup = 1 fist</li> <li>• dried fruit: 2 oz. = 1 handful</li> <li>• raw leafy (salad) greens: 2 cups = 2 fists</li> <li>• cooked or raw vegetables: 1 cup = 1 fist</li> </ul>	10 servings	12 servings
<b>Energy Foods</b>	<ul style="list-style-type: none"> <li>• slice of bread: 1 oz = 1 palm</li> <li>• dry cereal: 1 cup = 1 fist</li> <li>• cooked rice, pasta, or hot cereal: 1/2 cup = 1/2 fist</li> <li>• cooked starchy vegetables (taro, breadfruit, sweet potato, corn): 1 cup = 1 fist</li> </ul>	5 servings	7 servings
<b>Body-Building Foods</b>	<ul style="list-style-type: none"> <li>• lean meat: 3 oz. = 1 palm</li> <li>• nut butter (peanut, almond, etc.): 1 oz. = 1 thumb</li> <li>• cooked beans: 1 cup = 1 fist</li> <li>• 1 egg</li> <li>• nuts or seeds: 2 oz. = 1 handful</li> <li>• milk: 1 cup = 1 fist</li> <li>• cheese: 1.5 oz = a thumb and a half</li> </ul>	3 servings	5 servings
<b>Brain Foods</b>	<ul style="list-style-type: none"> <li>• olive oil and other vegetable oils: 1 tablespoon = 1 thumb tip</li> <li>• avocado: 1/2 an avocado</li> <li>• nuts: 1 oz = 1 thumb</li> </ul>	2 servings	3 servings
<b>Caution Foods</b>	<ul style="list-style-type: none"> <li>• Enjoy no more than 5 servings of Caution Foods each week.</li> <li>• Saturated fat should be limited to 14 g or less each day. Trans fats should be avoided completely. Kids and adults should eat no more than 2,400 mg of sodium per day. Kids should eat no more than 12-16 g of added sugar each day.</li> <li>• Watch out! Serving sizes on Caution Food labels is dictated by the manufacturer. Think critically, investigate your label, and listen to your body.</li> </ul>		

**Serving Size Hand Key**

1 teaspoon



Your Fingertip

1 tablespoon



Your Thumbtip

1 ounce (oz.)



Your Thumb

2 ounces (oz.)



A Cupped Hand

3 ounces (oz.)



Your Palm

1 cup



Your Fist

Images: A DASH of Aloha: Healthy Hawai'i Cuisine and Lifestyle Book

Dear Parent or Caregiver,

In 'ĀINA In Schools Nutrition Lesson #6, students:

- Learned that the food they eat is converted by their bodies into energy, which is measured in calories.
- Used a chart to find the recommended number of servings from each food group for their age and physical activity level.
- Identified where to find serving size information on a Nutrition Facts Label.
- Discovered that foods are often packaged in portion sizes exceeding one recommended serving.

Ways you can reinforce these concepts:

- Ask your child to describe how some foods have empty calories while other foods with the same calorie content provide more nutritional benefits to our bodies.
- During your next meal together, talk about serving sizes and approximately how many recommended servings of certain foods they need every day to be healthy.
- Go to the grocery store together and ask your child to help you find the serving size information on the Nutrition Facts Label on foods that you buy.
- Check out this lesson's resource page for additional information, activities, and videos: [kokuahawaiifoundation.org/ainalessons](http://kokuahawaiifoundation.org/ainalessons).

## Brainy Guacamole!

### Ingredients:

- 1 large ripe **avocado\*** (or 2 small ones)
- 1 tablespoon fresh squeezed **lime\*** juice
- 1 garlic clove (crushed or chopped)

\*These items are available locally

### Directions:

- 1) Cut ripe avocado in half and take out the seed
- 2) Scoop the flesh into a bowl
- 3) Mash up with chopped garlic and lime juice
- 4) Add chopped onion, tomatoes, or bell pepper if you like
- 5) Use as a dip for vegetables or whole grain crackers or chips.  
It's 'ono in sandwiches, too!



**Avocados provide high quality unsaturated fat, fiber, potassium, Vitamin E, B Vitamins, and folic acid. There are over 200 varieties of avocado grown in Hawai'i. Remember to buy local avocados for freshness and better nutrition. Better yet, grow your own!**









Student Worksheet  
**PORTION SIZE VS. RECOMMENDED SERVING SIZE**  
Lesson 6 – Portion Distortion

Name .....

Class ..... Date .....

Typical portion sizes (what we are served or serve on to our plates) are often larger than a recommended serving size. To determine how many recommended servings are in a given portion, divide the Portion Size (column A) by the Recommended Serving Size (column B). To determine how many calories are in a portion, multiply number of Servings per Portion (column C) by Calories per Recommended Serving (column D).

Food Item	(A) Typical Portion Size	(B) Recommended Serving Size	(C) How many Recommended Servings per Portion?	(D) Calories per Recommended Serving	(E) How many Calories per Portion?	(F) Is this a Close to the Source food?	(G) Which 'ĀINA Food Group is this food part of?
1.) Whole Grain Pasta 	2.5 cups	1/2 cup		100 calories		Yes / No	
2.) Guacamole 	1/2 cup (8 Table- spoons)	2 Tablespoons		50 calories		Yes / No	
3.) 100% Orange Juice 	16 oz.	8 oz. (1 cup)		100 calories		Yes / No	

Food Item	(A) Typical Portion Size	(B) Recommended Serving Size	(C) How many Recommended Servings per Portion?	(D) Calories per Recommended Serving	(E) How many Calories per Portion?	(F) Is this a Close to the Source food?	(G) Which 'ĀINA Food Group is this food part of?
4.) Pretzels (enriched flour) 	3.5 oz.	1 oz.		100 calories		Yes / No	
5.) Steak 	15 oz.	3 oz.		200 calories		Yes / No	
6.) Soda 	20 oz.	8 oz.		100 calories		Yes / No	

7.) Which of these foods have calories that provide nutritional benefits to our bodies? \_\_\_\_\_

8.) Which of these foods are full of empty calories? \_\_\_\_\_

**Part I: Match the Key Term to its Definition:**

**Key Terms**

**Definition**

1) Advertisements

a) An image designed to create brand recognition and memory of a product

2) Target Market

b) A message designed to persuade people to buy or support something

3) Logo

c) The featuring of a branded product in movies, TV shows, videos, video games, and songs

4) Product Placement

d) Who an ad is targeted at; the age, gender, and/or socioeconomic group to which advertisements are targeted



**TRUTH in Marketing: Ways they get you to buy their stuff**

- **Sense Appeal** (saying it tastes good, looks good, or smells good)
- **Claims to Improve Health and Happiness** (if I eat this, then I'll be \_\_\_\_\_)
- **Bandwagon** (everybody else has it)
- **Give-A-Ways** (toys with kids' meals or prizes in cereal boxes)
- **Cartoon Characters** (Nestle Quick Bunny, Shrek Fruit Snacks)
- **Endorsements** (famous athletes with Gatorade, singers with pizza, social media "influencers")
- **Songs, Jingles, and Slogans** ("Eat Fresh" at Subway, "I'm Lovin' It" at McDonald's, and "Think Outside the Bun" at Taco Bell)





Student Worksheet  
**MEDIA BLITZ PLANNING**  
Lesson 7 – Media Blitz Part 1

Name .....

Class ..... Date .....

**Create Your Own Advertisement for a “Close to the Source” Food**

**Media Blitz Rules:**

- The ad has to be “clean.” No bad words or negative statements.
- The ad has to be for kids at your school. You can choose your own “target market” within this group.

**What is the name of your advertising company?**

\_\_\_\_\_

**Write the names of your advertising executives:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Answer the following questions to help you design your ad:**

1. What food product or food group will we advertise?
  
  
  
  
  
  
  
  
  
  
2. Who is our audience? Whom do we want to eat our food product? (For example, “Our target audience is 3rd grade boys at \_\_\_\_\_ Elementary School.”)
  
  
  
  
  
  
  
  
  
  
3. What is our main message?
  
  
  
  
  
  
  
  
  
  
4. What advertising techniques will we use to sell our product? (Catchy song, sense appeal, give-a-ways, promises or popularity, endorsements by famous people)
  
  
  
  
  
  
  
  
  
  
5. Will we have a logo? What will it look like?





Student Worksheet  
**MEDIA BLITZ BRAINSTORM**  
Lesson 7 – Media Blitz Part 1

Dear Parent or Caregiver,

In their final two 'ĀINA In Schools Nutrition Lesson, students:

- Discussed the ways that advertisements can influence food choices.
- Reviewed the techniques advertisers use to market and sell foods.
- Worked in teams to develop their own ads for a close to the source food and present them to the class.

**Ways you can reinforce these concepts:**

- Ask your child to describe for you the various ways that advertisements can influence their food choices.
- Critically evaluate the ads you see and hear with your child. *What do you think the ad's message is? What might the advertiser **not** be telling us? What advertising techniques are being used? Do you think you can believe what you see?* This can be done with ads on the radio, TV, internet, and in magazines.
- Try a new fruit or vegetable with your child this week. Have him or her help you decide which one to try.
- Check out this lesson's resource page for additional information, activities, and videos: [kokuahawaiiifoundation.org/ainalessons](http://kokuahawaiiifoundation.org/ainalessons).



## Poi Smoothie Recipe

**Blend the following ingredients until smooth:**

2 ripe locally-grown bananas, 2 cups frozen organic berries, 1 cup poi,  
2 cups organic soy (or almond, hemp, etc.), 1/4 cup coconut milk,  
1 Tablespoon Hawaiian honey, 1 cup crushed ice

*Makes approximately five 8 ounce servings*

**Keep in touch with 'ĀINA In Schools!**

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Become a Kōkua Hawai'i Foundation Member

[www.kokuahawaiiifoundation.org](http://www.kokuahawaiiifoundation.org)

Please share your thoughts and stories of how the program has impacted your family:

[aina@kokuahawaiiifoundation.org](mailto:aina@kokuahawaiiifoundation.org)



# ĀINA RECIPE CHALLENGE

Name .....

School.....

Teacher..... Grade:.....

Show off what you've learned about making healthy choices for you and the environment!

Invent your own delicious simple snack inspired by your 'ĀINA lessons.

Choose close to the source foods from one or more of the 'ĀINA Food Guide categories: **Protective, Energy, Body-Building** and **Brain**. (You may also include a **Caution** food ingredient, but it must be a close to the source food.) Remember to keep it Close to the Source!

**Your recipe may be featured in an 'ĀINA In Schools Cookbook, Newsletter, or Blog Post!**

**NAME OF YOUR CREATION:** \_\_\_\_\_

**DESCRIPTION** of your local, close to the source ingredients and why they make you say YUM!!

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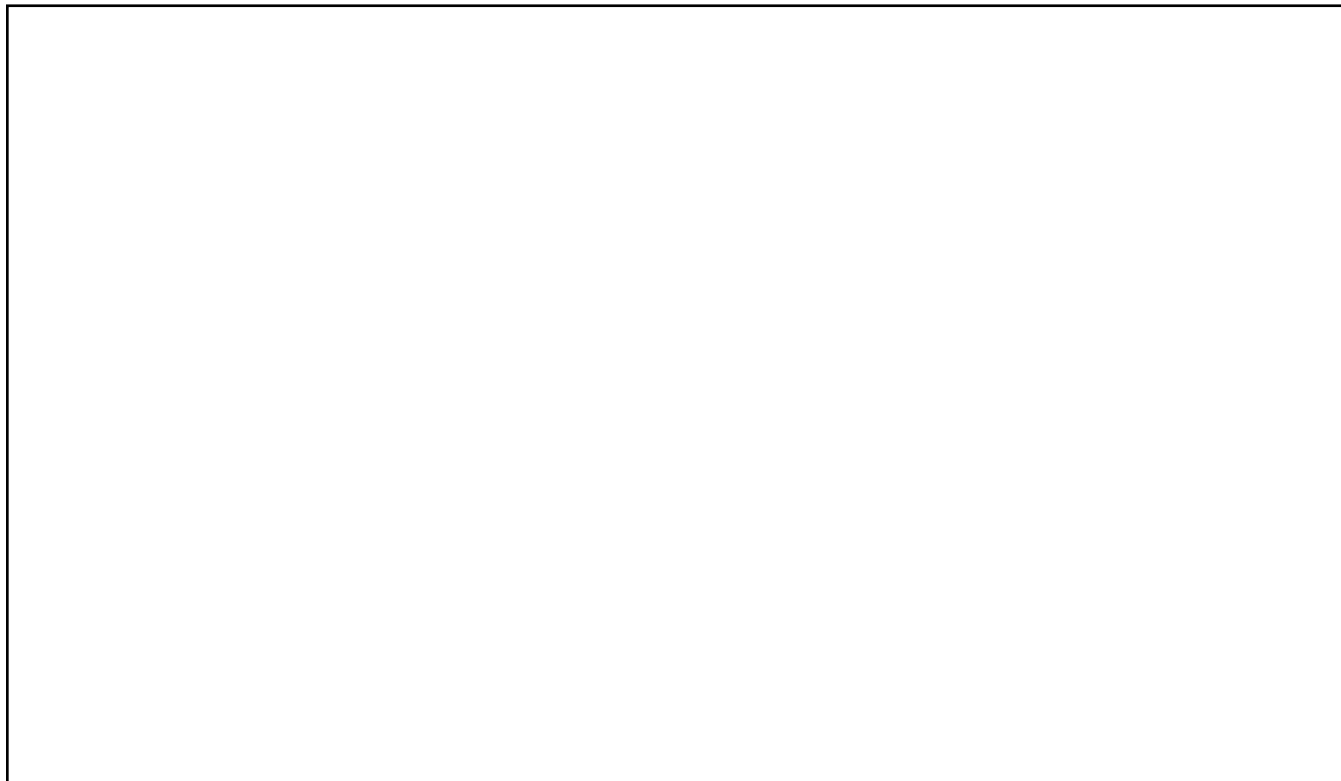
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### INGREDIENTS:

Name of Ingredient	Amount	'ĀINA Food Guide Category

**Share your instructions on the other side of this sheet.**

## PREPARATION INSTRUCTIONS:



**Draw a picture of your recipe:**



**Optional: Attach a photo of your creation.**

**Please return this recipe worksheet to your teacher.**

Teachers: Please collect and return recipes to your school's 'ĀINA Team Coordinator with teacher name, grade level, and school name. Recipes may also be mailed to Kōkua Hawai'i Foundation, P.O. Box 866, Hale'iwa, HI 96712. Mahalo!





Student Worksheet  
**NUTRITION EDUCATION**  
Grade 6 \* Post-Unit Survey

Name .....

School.....Date .....

Teacher .....

I have been at this school since grade: K 1 2 3 4 5 (circle one)

**1. Complete each sentence. Fill in one of the letters in the box to the right:**

- A) The main way fruits and vegetables help our bodies is by: .....
- B) The main way high quality fats help our bodies is by: .....
- C) The main way complex carbohydrates help our bodies is by: .....
- D) The main way protein and calcium foods help our bodies is by: .....

- a. Providing long-lasting energy to play and learn
- b. Protecting our bodies from sickness
- c. Building strong muscles, bones, and teeth
- d. Building a healthy brain

**2. What is a Balanced Breakfast made up of? Circle the correct answer in each row:**

- A) Processed Fruits & Vegetables .... or .... Whole Fruits & Vegetables
- B) Complex Carbohydrates .... or .... Simple Carbohydrates
- C) Highly Processed Proteins .... or .... Minimally Processed Proteins
- D) High Low Quality Fats .... or .... Low Quality Fats

**3. Circle the ingredients in the granola bar that are “red flags,” or ingredients to be cautious of eating too much of:**

Oats, sugar, pumpkin seeds, high fructose corn syrup, hydrogenated canola oil, dried coconut, artificial flavors.

**4. What are the impact(s) of imported foods? Circle ONE answer:**

- a. Packaging and pollution
- b. Loss of nutrients in the food
- c. More food miles
- d. All of the above

**5. How can you eat mindfully? Circle each CORRECT answer:**

- a. Taste all the flavors in the food
- b. Do your homework while eating
- c. Slow down
- d. Listen to body signals
- e. Take bigger bites
- f. Watch TV while eating

**6. What types of foods have “Empty Calories”? Circle ONE answer:**

- a. Foods that are lightweight, like popcorn
- b. Foods and drinks that provide calories, but few nutrients that benefit our bodies, like soda and candy
- c. Drinks that you can see through, like mint-flavored water
- d. Foods with no calories

**7. If a serving size of orange juice is 8 ounces, how many servings are in a 20 ounce bottle? Circle ONE answer:**

- a. 1 serving
- b. 2 1/2 servings
- c. 3 servings
- d. 8 servings

**8. Claims in food advertisements are \_\_\_\_\_ true. Circle ONE answer:**

- a. always
- b. sometimes
- c. never

9. Do you like gardening? Circle ONE answer:

- a. I do not like                      b. unsure                      c. I like a little                      d. I like a lot

10. Do you like eating fruits and vegetables? Circle ONE answer:

- a. I do not like                      b. unsure                      c. I like a little                      d. I like a lot

11. Do you like cooking? Circle ONE answer:

- a. I do not like                      b. unsure                      c. I like a little                      d. I like a lot

12. Do you like making compost? Circle ONE answer:

- a. I do not like                      b. unsure                      c. I like a little                      d. I like a lot

13. Do you like 'ĀINA Lessons? Circle ONE answer:

- a. I do not like                      b. unsure                      c. I like a little                      d. I like a lot

14. Do you and your family grow any food at home? Circle: Yes or No

If yes, please list the foods you grow at home: \_\_\_\_\_

15. Do you compost at home? (compost pile, worm bins, or bokashi bucket) Circle: Yes or No

16. How often do you eat fruits and vegetables? Circle ONE answer:

- a. I don't eat fruits and vegetables      b. 1-2 times a week      c. 3-5 times a week      d. Every day

17. Circle the fruits and vegetables that you like to eat:

- Apple    Cantaloupe    Banana/Mai'a    Blueberries    Avocado    Coconut/Niu    Guava    Dragonfruit  
Mango    Passionfruit/Liliko'i    Honeydew    Rambutan    Tangerine    Strawberry    Blackberries  
Lemon    Starfruit    Breadfruit/'Ulu    Lychee    Orange    Papaya    Pineapple    Watermelon  
Radish    Spinach    Basil    Beans    Broccoli    Squash    Zucchini    Sweet Potato/'Uala    Corn    Tomato  
Lettuce    Watercress    Taro/Kalo    Cucumber    Green Beans    Asparagus    Carrots    Celery    Kale

Other: \_\_\_\_\_

15. Describe what 'āina means to you: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

16. List two ways that you take care of the 'āina:

1. \_\_\_\_\_  
2. \_\_\_\_\_

17. Complete the following sentence:

My favorite thing about 'ĀINA In Schools Lessons is \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

[INSIDE COVER  
BLANK]

[OUTSIDE COVER  
BLANK]