

## DESCRIPTION

Students will use food samples to define the concept of “close to the source” foods in relation to various processed foods. Students will be introduced to the ĀINA Food Guide and its five food groups: Protective Foods, Energy Foods, Body-Building Foods, Brain Foods and Caution Foods, and will categorize foods into these groups. Students will have an opportunity to taste a close to the source snack containing ingredients from all five food groups.

**TIME:** 45 minutes

**SUBJECTS:** Health, Language Arts

## LEARNING OBJECTIVES

After this lesson students will be able to:

- Identify close to the source foods as a component of good health.
- Recognize the ĀINA Food Guide and label the five food groups: Protective, Energy, Body-Building, Brain and Caution.
- Classify food into five food groups: Protective Foods (fruits & vegetables); Energy Foods (complex carbohydrates); Body Building Foods (protein & calcium foods); Brain Foods (high quality fats) and Caution Foods (foods high in sugars, fat or salt).

## ACADEMIC STANDARDS

HE.K-2.1.3, HE.K-2.1.5, LA.2.1.4

\*A detailed list of the Academic Standards can be found in the Unit Overview document.

## LESSON OUTLINE

- I. Introduction (2 minutes)
- II. Defining “Close to the Source” (10 minutes)
- III. Exploring the ĀINA Food Guide (15 minutes)
  - Protective Foods - Fruit & Vegetables
  - Energy Foods - Complex Carbohydrates
  - Body Building Foods - Protein & Calcium
  - Brain Foods – High Quality Fats
  - Caution Foods - Foods high in sugar, fat, or salt
  - ĀINA Food Guide Student Worksheet
- IV. Sorting the ĀINA Food Guide (10 minutes)
- V. Close to the Source Snack (5 minutes)
  - Poi Smoothies
- VI. Closing (3 minutes)

## KEY TERMS AND CONCEPTS

**Āina** – Land; that which feeds, nourishes, and sustains us

**Body-Building Foods** – Foods containing protein and calcium that help us to grow

**Brain Foods** – High quality fats and oils that help us to learn and remember things; also good for our hearts

**Calcium** – A mineral that helps keep our bones and teeth strong; found in many foods of animal and plant origin

**Caution Foods** – Foods high in sugar, fat, or salt that should be limited in our diet

**Close to the Source** – High quality whole foods that come straight from nature; less processed and usually more nutritious than processed foods

**Energy Foods** – Complex carbohydrates such as whole grains and starchy fruits and vegetables that provide long-lasting energy

**Healthy** – Body and mind in good working order to live and learn

**High Quality Foods** – Foods that help our body stay healthy by being less processed and usually higher in nutrients and fiber

**Kalo** – Taro; staple Hawaiian food and symbolic for the elder sibling of all Hawaiian people

**Nutrition** – Food and drink needed to stay healthy and grow

**Processed Foods** – Foods to which sugar, fat, and/or salt have been added, and/or foods whose natural, edible parts have been removed

**Protective Foods** – Fruits & vegetables that are high in vitamins, minerals, and fiber; protect us from getting sick

**Protein** – A nutrient that helps us grow and keeps us healthy; found in many foods of animal and plant origin

## LESSON MATERIALS

### Core Supplies:

- ‘ĀINA In Schools apron with name tag
- Laminated ‘ĀINA Food Guide Poster & magnets
- Copy of ‘ĀINA In Schools Student Workbook
- Non-latex gloves
- Napkins
- Garbage/compost bag
- Can opener

### Lesson Supplies:

- Student Workbooks for distribution (downloadable at [www.kokuahawaiifoundation.org](http://www.kokuahawaiifoundation.org))
- Vocabulary Cards (14)
- Close to the Source Apple Activity Signs (4): Apple, Applesauce, Apple Juice, Apple Jills Cereal
- ‘ĀINA Food Group Signs (5): Energy Foods, Protective Foods, Body-Building Foods, Brain Foods, Caution Foods
- ‘ĀINA Food Guide Cards: 30 unique foods in proportions appropriate to food guide
- Disposable tasting cups (3-4 oz.)
- Extension cord



‘ĀINA Food Guide Cards

### Teaching Team to Provide:

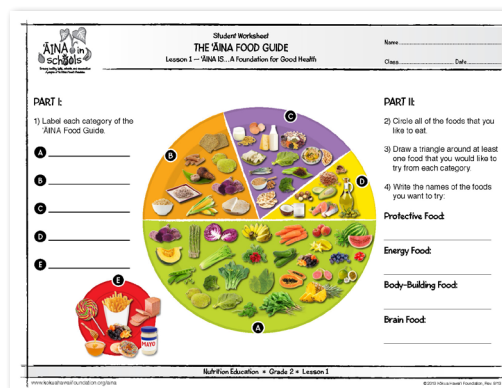
- Tablecloth
- Blender
- Serving tray (or use top of bin as tray)
- Snack ingredients: apple bananas (locally grown), frozen organic blueberries, poi, organic soy milk (unsweetened vanilla), coconut milk, honey (locally produced), Ice\*
- Fresh apple for Activity #1

\*Ice may be obtained from the cafeteria if arranged ahead of time or on your way to the school. Crushed ice is best.



## ACCOMPANYING DOCUMENTS

- ‘ĀINA Pre-Unit Survey
- ‘ĀINA Food Guide
- Student Worksheet: ‘ĀINA Food Guide
- Take Home Letter: Poi Smoothie Recipe



‘ĀINA Food Guide Student Worksheet

## ADVANCE PREPARATION

- Lead docent to contact teachers to confirm date/time of the lessons one week in advance.
- Give teachers student workbooks so they can be labeled with student names.
- Confirm teachers have administered ‘ĀINA Pre-Unit Surveys prior to the first lesson.
- Review lesson content, roles and shopping needs with docent team one week in advance.
- Shop for snack ingredients and review materials needed for lesson.
- Docents may bring real examples of foods from each category of the ‘ĀINA Food Guide to show when discussing the guide.

## CLOSE TO THE SOURCE SNACK

### POI SMOOTHIE

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

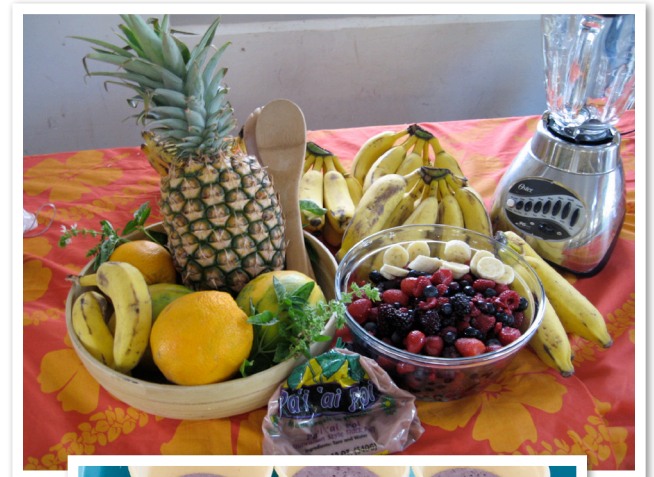
#### Fill blender with ingredients in this order:

- 2 ripe locally-grown bananas
- 2 cups frozen organic blueberries
- 1 cup poi
- 2 cups organic soy milk (unsweetened vanilla)
- 1/4 cup coconut milk
- 1 Tablespoon Hawaiian honey
- 1 cup crushed ice

Place all ingredients in a blender and cover. Blend until well combined and smooth.

**Makes approximately 1 blenderful (15 3-ounce servings)**

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



### INGREDIENT QUANTITIES NEEDED (SEE RECIPE ABOVE FOR EACH BLENDERFUL)

*Based on 3 oz servings:*

How much to buy	Up to 15 students	Up to 30 students	Up to 45 students
Poi	8 oz.	16 oz.	24 oz.
Bananas	2 bananas	4 bananas	6 bananas
Blueberries (frozen)	2 cups	4 cups	6 cups
Soy milk (low fat)	16 fl. oz.	32 fl. oz.	48 fl. oz.
Honey	1 Tbsp.	2 Tbsp.	3 Tbsp.
Coconut milk	One 13 oz can (use 1/4 cup)	One 13 oz can (use 1/2 cup)	One 13 oz can (use 3/4 cup)
Crushed ice	1 cup	2 cups	3 cups



## BACKGROUND INFORMATION

**Nutrition** is the food that provides the building blocks for growth and repair, as well as the fuel to function at our best. To have healthy bodies, kids must have unconditional access to a variety of healthy foods that have all the nutrients they need to grow and develop.

Nearly all foods can be part of a healthy diet. It’s the total amount and types of foods you eat over several days that make up a healthy diet. Whole, close to the source, minimally processed foods offer the best nutrition.

The ‘ĀINA Food Guide is a central piece of the ‘ĀINA In Schools Nutrition Curriculum and is a tool students and their families can use to make healthy eating choices. It depicts familiar, locally available foods split into five food categories that are defined by the health impacts they have on our bodies:



‘ĀINA Food Guide Poster

- **PROTECTIVE FOODS** – 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** – complex carbohydrates like whole grains and starchy fruits and vegetables that give us long-lasting energy.
- **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** – 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.
- **CAUTION FOODS** – foods high in sugar, fat, or salt. We should eat them in moderation and choose “close to the source” options whenever possible.

### Close to the Source

Studies show that whole “close to the source” foods retain more fiber, beneficial phytochemicals and nutrients than highly processed foods, which can be detrimental to our health. Whole foods, like vegetables, fruits, nuts, legumes and whole grains, are as close to their natural form as possible. The phrase, “close to the source” will be a recurring theme throughout this curriculum as we help students understand that these foods are whole, unprocessed, and not only good for us but also good for the environment.

While the ‘ĀINA Food Guide depicts several foods that are imported to Hawai‘i, most can be grown or caught in the islands. The ‘ĀINA In Schools program encourages families to choose or grow their own **local foods** to support local farmers, reduce their food miles, and obtain the freshest food possible.

**Water** is an essential nutrient for all systems in our bodies. Studies have shown that even marginally dehydrated children exhibit greater rates of misbehavior, lack of attention and lethargy during the school day.



Our food choices impact not just our health, but that of the environment as well. The fork icon on the ‘ĀINA Food Guide reminds us to **reduce waste** by using reusable forks, plates, cups, and napkins and choosing fresh foods with minimal packaging.



### References:

- “Association between consumption of ultra-processed foods and all cause mortality: SUN prospective cohort study.” [doi.org/10.1136/bmj.l1949](https://doi.org/10.1136/bmj.l1949)
- “Healthy Eating Plate.” [hsph.harvard.edu/nutritionsource/healthy-eating-plate/](https://hsph.harvard.edu/nutritionsource/healthy-eating-plate/)
- “Hydration and Cognitive Function in Children.” [doi.org/10.1111/j.1753-4887.2006.tb00176.x](https://doi.org/10.1111/j.1753-4887.2006.tb00176.x)
- “NOVA. The star shines bright.” [worldnutritionjournal.org/index.php/wn/article/view/5](https://worldnutritionjournal.org/index.php/wn/article/view/5)
- “Trends in dietary quality among adults in the United States, 1999 through 2010.” [doi.org/10.1001/jamainternmed.2014.3422](https://doi.org/10.1001/jamainternmed.2014.3422)

## INTRODUCTION

2 MINUTES

"Hello, we are..." (State docents' names).

"We're here today as part of the 'ĀINA In Schools program. Your school is one of the special schools participating in this program, so you're really lucky!"

"Who knows what 'ĀINA means?" Entertain a few answers. "'ĀINA is the Hawaiian word for land, which also feeds, nourishes, and sustains us."

"'ĀINA In Schools is about connecting all of us to our food and the land so we can live healthier and also learn to take better care of the environment. When we come to visit you, we'll be learning about nutrition and how our food choices affect our health and the health of the earth. We'll also get to taste some yummy close to the source snacks."

"Some other classes are working in gardens, some are recycling food waste with worms, and some are visiting local farms to learn about where our food comes from."

"Our logo for the 'ĀINA In Schools program features the kalo (or taro) plant. We chose this plant because it's a very important food plant in Hawai'i."

"Today we're going to learn about different kinds of foods and how they take care of us to keep us healthy. We're also going to taste a yummy snack made out of KALO!"



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



## DOCENT NOTES

Get to know which 'ĀINA components are being implemented at your school so you can briefly refer to them in this section.

## DEFINING “CLOSE TO THE SOURCE”

10 MINUTES

## DOCENT NOTES

- Make sure student workbooks are passed out in advance.
- Assistant Docent, please hold up the vocabulary cards as the speaking docent discusses each new term (IN CAPS).
- Select 4 volunteers.
- Use the Close to the Source Apple Activity Signs (or the actual items) for this activity.

Ask students, “What does ‘HEALTHY’ mean to you?” Entertain a few responses. “HEALTHY can mean a lot of things but we are defining HEALTHY as when your body and mind are in good working order to live and learn. The foods you eat help you to be HEALTHY.”

Ask students, “Give me some examples of HEALTHY foods?” Entertain 2-3 answers. “Wow, you know a lot already! During our ‘ĀINA In Schools lessons this year we will be exploring CLOSE TO THE SOURCE foods that are the foundation for good health.”

Hold up the apple and ask students to raise their hand if they like apples. “This apple is a CLOSE TO THE SOURCE food. It looks exactly the same as it did in nature when it was hanging from the tree.”



“CLOSE TO THE SOURCE foods are high quality whole foods that come straight from nature. CLOSE TO THE SOURCE foods are less processed with little being added or taken away, and are usually more nutritious than processed foods.”

“Let’s explore the concept of CLOSE TO THE SOURCE by having 4 volunteers come up to the front...”

Hand each volunteer a food item (apple, applesauce container, apple juice box, box of Apple Jills cereal). Do not give any clues as to the order of the foods, but explain that you are handing each volunteer a food that is made from apples.

Instruct the four volunteers to arrange themselves in order from whole or minimally processed and closest to the source, to most processed and farthest from the source. After the students have arranged themselves, ask the class if they are in the correct order. Spend just a minute on this. Use help from the class to arrange the students in the correct order. After each attempt, ask the class, “Now are they in the correct order?”



When the class is satisfied that the order is correct, explain that the correct order is:

1. **Whole apple.** The apple is “CLOSEST TO THE SOURCE” because it is still whole, and it is exactly the same as it was when it grew on the tree.
2. **Apple sauce.** The applesauce has been MINIMALLY PROCESSED. They take a fresh apple and change the way it looks and feels by cooking and mashing it. But, because most of the apple is left in applesauce, it keeps most of its original nutrients and some of the fiber. It is a higher quality food because it is still very close to the source, and it still tastes like apples!
3. **Apple juice.** With apple juice, all the flesh and fiber from the whole apple has been taken away and all that is left is the juice, so you don’t get all the vitamins, minerals, and fiber in a glass of juice as you would from the original source, the whole apple. Since apple juice is PROCESSED, it is better to eat the whole apple.
4. **Apple Jills.** This apple-flavored cereal doesn’t look much like apples, does it? And it doesn’t taste a lot like apples either. Even though there are some apple products in this food, this is about as far from the source as you can get! It is a highly processed food, which makes it FARTHEST FROM THE SOURCE.

Thank volunteers and have them sit down.



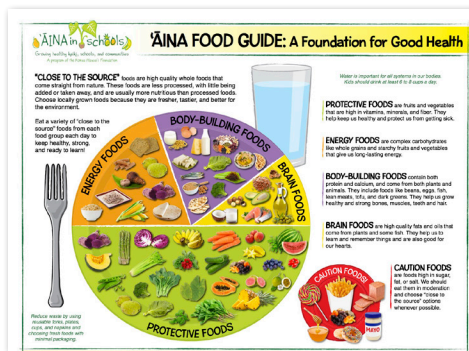
## EXPLORING THE ‘ĀINA FOOD GUIDE

15 MINUTES

### DOCENT NOTE

- See the ‘ĀINA Food Guide video at [kokuahawaiifoundation.org/ainavideos](http://kokuahawaiifoundation.org/ainavideos).

“Now let’s explore more **CLOSE TO THE SOURCE** foods with our ‘ĀINA Food Guide.” Have students turn to page 3 in their workbooks.



‘ĀINA Food Guide

“Choosing **CLOSE TO THE SOURCE** foods that are healthy for our bodies is easy when we follow the ‘ĀINA Food Guide. The ‘ĀINA Food Guide illustrates how foods are grouped into categories based on the different things they can do for us.”

“Let’s all look at the ‘ĀINA Food Guides in our workbooks. There are five food groups so let’s go through each one together, starting with the colorful **PROTECTIVE FOODS** group.”

Refer to the pictures: ask two or three students to identify some fruits and vegetables they like to eat.



“By eating a rainbow of colorful fruits and vegetables our bodies get vitamins, minerals and fiber from **PROTECTIVE FOODS**.”

“**How can foods protect us?**” Entertain a few answers. “Foods protect us when we eat them as “close to the source” as possible, because their vitamins and minerals haven’t been taken away. Vitamins, minerals, and fiber are the things in

*PROTECTIVE FOODS* that can keep us from getting sick. They also keep our skin and hair shiny, and our eyes sparkly.”

Have the class write “Protective Foods” on line ‘A’ on their food guide worksheet.

“The **PROTECTIVE FOODS** group makes up the largest section of the ‘ĀINA Food Guide. This is to remind us that we should eat most of our foods from this group: fruits and vegetables.”

“The **ENERGY FOODS** group contains foods that give us long-lasting energy! Why do we need energy?” Entertain a few answers. “We need energy to play, walk, run, climb, learn, and grow. **ENERGY FOODS** are complex carbohydrates and they also contain vitamins, minerals and fiber, just like fruits and vegetables from the **PROTECTIVE FOODS** group. Just like **PROTECTIVE FOODS**, **ENERGY FOODS** are most useful to us when we eat them as close to the source as possible.”

Refer to the pictures: ask two or three students to identify some **ENERGY FOODS** they like to eat. Have the class write “Energy Foods” on line ‘B’ on their food guide worksheet.

“The next group is called the **BODY-BUILDING FOODS** group. Body-Building foods include protein and calcium and help build our bodies.”



“Why do we want to build our bodies?” Entertain a few answers. “Our bones grow taller and stronger when we eat body-building foods. Also, our muscles get stronger and our brains get smarter when we eat body-building foods. Without foods containing protein or calcium, we won’t grow taller, stronger, or smarter! Wouldn’t that be a bummer? Then you’d have to stay in second grade your whole life!”

Refer to the pictures: ask two or three students to identify some **BODY-BUILDING** foods they like to eat. Have the class write “Body-Building Foods” on line ‘C’ on their food guide worksheet.

## EXPLORING THE ‘ĀINA FOOD GUIDE

## CONTINUED

*“The next group is called BRAIN FOODS because these foods help our brain to think, grow, learn, and feel good. This group contains foods that are good for our brain because they contain high quality fats. Our bodies only need a little of these CLOSE TO THE SOURCE foods to be healthy.”*



*“Why do we need fat?” Entertain a few answers. “The right kinds of fats help your body and brain grow correctly. They also give us energy and help vitamins in other foods to be absorbed. Eating HIGH QUALITY FATS that are CLOSE TO THE SOURCE will ensure that you will grow and feel great!”*

Refer to the pictures: ask two or three students to identify some BRAIN FOODS they like to eat.

Have the class write “Brain Foods” on line ‘D’ on their food guide worksheet.

*“You may notice that there are some pictures of foods on the side plate. This group is called CAUTION FOODS.”*

*“Foods in the CAUTION FOODS group are high in sugar, fat, or salt. Some CAUTION FOODS are CLOSE TO THE SOURCE such as the dried fruit and nuts, but some CAUTION FOODS are FAR FROM THE SOURCE because they have been processed into a different food altogether (example: potatoes --> potato chips or French fries).*

*When foods are processed, a lot of the vitamins, minerals, and fiber are taken out, just like we saw with the processed Apple Jills cereal. Besides having vitamins, minerals, and fiber removed, some foods that fit into this category have had other things added, like fat, sugar, salt, and artificial colors or flavors.”*

*“Does anyone know what the word CAUTION means?” Entertain a few student answers.*

*“CAUTION means beware or slow down.”*

Refer to the pictures: ask two or three students to identify some CAUTION FOODS they like to eat.

Ask the students, “Why do you think they’re over there on the side plate?”



*“CAUTION FOODS are on the side plate because we need to slow down and be careful not to eat too many CAUTION FOODS. We need to eat them in moderation (only sometimes and in small amounts) and choose CLOSE TO THE SOURCE options whenever possible to stay healthy.*

Have the students fill in the CAUTION FOODS section of their worksheets.

*“It is important to eat foods from all categories, and it is best to choose the foods that are CLOSEST TO THE SOURCE in each category. The ‘ĀINA Food Guide makes it easy to remember which foods we need more of, which foods we need less of, and which foods we need to be CAUTIOUS of. The Food Guide also helps us to remember to eat a wide variety of foods every day from each group, and to eat a rainbow!”*





## SORTING THE ‘ĀINA FOOD GUIDE

10 MINUTES

In this activity, five students, each with an ‘ĀINA Food Group sign, will stand in five locations in the room. Remaining students will join them throughout the activity. Ensure there is adequate standing room in each area for several students.

- Invite five students to choose an ‘ĀINA Food Group sign and stand in one of the five locations of the room: Protective, Energy, Body-Building, Brain, and Caution.
- Distribute food picture cards to each of the remaining students.
- Once all students receive their food picture cards, ask them to determine which group their food belongs to, and stand in the location of the room belonging to that group.
- After all students are standing in their food group location, ask each team leader (holding the group cards) to announce their ‘ĀINA Food Group, after which each student in that group will announce which food they have.



‘ĀINA Food Guide Cards

Point out that there are more students/foods in the PROTECTIVE FOOD group than any other group. Explain that half of the foods we should eat each day should be CLOSE TO THE SOURCE FRUITS and VEGETABLES. It is also important to eat CLOSE TO THE SOURCE ENERGY, BODY-BUILDING and BRAIN foods each day. We need very few, if any, foods from the CAUTION category.

Referring back to the ‘ĀINA Food Guide, remind the students that this is how our healthy diets should look: we should eat mostly high quality, close to the source foods.

Keep the students standing as you transition into the next section.

### ACTIVITY TIPS AND KEY

**Be sure to keep the distribution of cards proportional to the amounts found in the ‘ĀINA Food Guide:**

- Roughly half from the Protective group; an equal number of cards from the Energy and Body-Building groups; 2-3 Brain cards, and at least one Caution card.
- Recommended card distribution for a class of 25 students: 12 Protective, 5 Energy, 4 Body-Building, 3 Brain, 1 Caution.

**Foods can be classified into the following categories:**

- **Protective Foods:** avocado\*, banana\*, blueberries, broccoli\*, cabbage, carrot, choi sum, cucumber, grape tomato, kale\*, kabocha pumpkin, papaya, pineapple, starfruit
- **Energy Foods:** banana\*, bread, brown rice, kalo, kabocha pumpkin, pasta, tortillas, ‘ulu
- **Body-Building Foods:** beans; broccoli\*; eggs; fish; kale\*; milk and cheese; soy, soy milk, and tofu
- **Brain Foods:** avocado\*; coconut and coconut milk; olive oil
- **Caution Foods:** candy, French fries, honey

\*these foods fit into multiple categories

### DOCENT NOTES

- Assistant Docent: Ask students with the food cards representing each smoothie ingredient (bananas, berries, poi, soy milk, coconut milk, honey) to assist you in making the smoothie and pouring into cups during this activity.
- Prepare just enough so that you can make a final batch in front of the class.



**CLOSE TO THE SOURCE SNACK****5 MINUTES****DOCENT NOTES**

- If possible, prepare the smoothies in the classroom so the students can see the process. Some cases will require making the smoothies ahead of time or outside.
- Pour into tasting cups and load serving tray.
- You may use the Lesson Supply Bin lid as a serving tray.
- Give a snack to the teacher and any other classroom aides.
- Point out that anyone with a known allergy to any of the food items should not touch or sample it. By this age, kids should know this about themselves, but please bring it to the attention of the teacher who can make sure that any students with known allergies or intolerances do not receive a snack.
- Encourage the students to try the snack. Introduce the “no yuck” rule: they can choose not to try any foods they wish, but if they do try them, they must keep their personal opinions to themselves.

**‘ĀINA VIDEOS**

Check out the ‘ĀINA Videos for discussions on key concepts and directions to make the ‘ĀINA Close to the Source Snacks:  
[kokuahawaiifoundation.org/ainavideos](http://kokuahawaiifoundation.org/ainavideos)

Ask the students with the bananas, berries, poi, soy milk, coconut milk, and honey to stand in the front of the class. Have each student with snack ingredients state the name of their ingredient and what food group it is from.

Explain to the class that these foods are all **CLOSE TO THE SOURCE** and ingredients in their snack today! Thank them and have them sit down.



As the students are tasting their smoothie, tell them that they are enjoying a healthy, high quality snack made with ingredients that are all **CLOSE TO THE SOURCE**:

- Bananas & Berries – **PROTECTIVE FOOD** – fruit with vitamins and minerals
- Poi [made from kalo (taro)] – **ENERGY FOOD** – provides long lasting energy
- Soy milk – **BODY BUILDING FOOD** – provides protein and calcium
- Coconut milk – **BRAIN FOOD** – a high quality fat
- Honey – **CAUTION FOOD** - natural sugar





## CLOSING

3 MINUTES

*“Let’s quickly review what we learned today from our ‘ĀINA Food Guide. We learned about:”*

- **PROTECTIVE FOODS** – Fruits and vegetables that are high in vitamins, minerals, phytonutrients, and fiber
- **ENERGY FOODS** – Complex carbohydrates that provide long lasting energy
- **BODY-BUILDING FOODS** – Protein and calcium foods that help us to grow
- **BRAIN FOODS** – High quality fats that help us to learn and remember things
- **CAUTION FOODS** – Foods high in sugar, fat, or salt that we can enjoy sometimes, in small amounts
- **CLOSE TO THE SOURCE** – High quality whole foods that come straight from nature; less processed and usually more nutritious than processed foods



### Describe Take Home Letter and follow-up activities:

- Teachers may have the students complete Parts II and 3 of their ‘ĀINA Food Guide Worksheet (page 3 of their Student Workbook) in class or assign it as homework. Students will circle the foods they like, then put a triangle around each of the foods they want to try. They also create a meal that includes at least one food from each category.
- After every lesson, students receive a Take Home Letter to share with their families. It describes lesson content and includes a recipe to share.
- Poi Smoothie Recipe: Encourage students to make this snack with their family at home.
- Encourage students to create their own smoothie recipes with close to the source ingredients from each ‘ĀINA food group. Students may use the ‘ĀINA Recipe Challenge form at the end of their ‘ĀINA Nutrition Student Workbooks to share their creations. Kōkua Hawai'i Foundation will select recipes to feature in future blog posts, newsletters, and cookbooks.

**Thank the students for doing such a great job!**

**THANK YOU!**

### DOCENT NOTES

- **Pack your trash!** Please leave the classroom cleaner than you found it by removing all lesson-based trash. We don’t want to add any burden or extra trash for the teachers or custodians so please do not throw away any trash in the classroom garbage. Instead:
  - Collect sampling cups and any leftovers.
  - Banana peels may be composted if composting is available on campus.
  - Use the garbage bag in the Lesson Supply Bin to remove all lesson-related food items from the classroom.
- Please do not leave any food in the supply bin. Perishable props have been known to get moldy and smelly when left in the bin after the last lesson.
- Share feedback and any stories from this lesson at [www.kokuahawaiifoundation.org/survey](http://www.kokuahawaiifoundation.org/survey). This helps to document impacts and improve the program.
- Please collect any ‘ĀINA Recipe Challenge submissions and turn in to KHF staff at the next docent training.



## ADDITIONAL RESOURCES

### Books

- ***Are You What You Eat?* by DK**  
Students learn how food fuels and affects our bodies, which foods will make us sleepy, how to tell if you’re hungry or full, and why our bodies need nutrition. Kids learn the basics about proteins, taste buds, antioxidants, and more. Includes food facts, how the digestive system works, and how to make smart choices about food and nutrition.
- ***Eat Healthy, Feel Great* by William Sears, Martha Sears, and Christie Watts Kelly**  
This book gives kids tools to make wise food choices using a “traffic light” metaphor: red (stop and think), yellow (slow down or eat in moderation), and green (eat in abundance). Available in Hawai‘i Public Libraries.
- ***Good Enough to Eat: A Kids Guide to Food and Nutrition* by Lizzy Rockwell**  
A practical, hands-on tool for keiki and families. It covers the different nutrient groups, their functions, and which foods to find them in. Includes kid-friendly recipes.
- ***Human Nutrition* by Revilla, Titchenal, Calabrese, Gibby, and Meinke: [pressbooks.oer.hawaii.edu/humannutrition/](http://pressbooks.oer.hawaii.edu/humannutrition/)**  
This UH Mānoa-published textbook is a good foundational reference for nutrition information for educators.

### Lesson Plans & Curricula

- **Farm to Keiki: [farmtokeiki.org](http://farmtokeiki.org)**  
A collection of cooking, gardening, and nutrition activities written for Hawai‘i’s keiki.
- **Nutrition Education for Wellness, UH College of Tropical Agriculture and Human Resources: [www.ctahr.hawaii.edu/new/resources.htm](http://www.ctahr.hawaii.edu/new/resources.htm)**  
Collection of nutrition resources for educators.

### Videos

- **“‘ĀINA Food Guide,” Kōkua Hawai‘i Foundation: [kokuahawaiifoundation.org/ainavideos](http://kokuahawaiifoundation.org/ainavideos)**  
Explore the categories of the ‘ĀINA Food Guide and the choosing Close to the Source Foods.
- **“‘ĀINA In Schools Close to the Source Snack Poi Smoothie,” Kōkua Hawai‘i Foundation: [kokuahawaiifoundation.org/ainavideos](http://kokuahawaiifoundation.org/ainavideos)**  
See how to use ingredients from each category of the ‘ĀINA Food Guide to make a Poi Smoothie.
- **“Smoothie Demonstration,” GrowingGreat: [youtube.com/watch?v=W17JcKS\\_dFo](https://youtube.com/watch?v=W17JcKS_dFo)**  
This video demonstrates how to engage our senses while making a smoothie. It also shows how to use canned fruit if fresh fruit is not available.
- **“Whole and Healthy,” Nourish Video Series: [nourishlife.org/2011/03/whole-healthy](http://nourishlife.org/2011/03/whole-healthy)**  
Why is whole healthier? Dr. Nadine Burke discusses the difference between processed and whole, or “close to the source” foods.

### Additional Resources

- **“Choose MyPlate,” USDA: [choosemyplate.gov](http://choosemyplate.gov)**  
MyPlate is the USDA’s current food guide that replaced 2005’s MyPyramid. The ‘ĀINA Food Guide was developed as a locally relevant response to MyPlate, with food categories based on the nutritional benefits they provide.
- **“Kids Healthy Eating Plate,” Harvard School of Public Health: [hsph.harvard.edu/nutritionsource/kids-healthy-eating-plate/](http://hsph.harvard.edu/nutritionsource/kids-healthy-eating-plate/)**  
A visual guide to help educate and encourage children to eat well and keep moving.
- **“Nutrition Source,” Harvard School of Public Health: [hsph.harvard.edu/nutritionsource/](http://hsph.harvard.edu/nutritionsource/)**  
Provides a good foundation in general nutrition. Topics include carbohydrates, protein, fats and cholesterol, salt and sodium and healthy recipes.

Find more at  
[kokuahawaiifoundation.org/ainalessons](http://kokuahawaiifoundation.org/ainalessons)