



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

Nutrition Education Student Workbook Grade 2

Student's Name: _____

Teacher's Name: _____

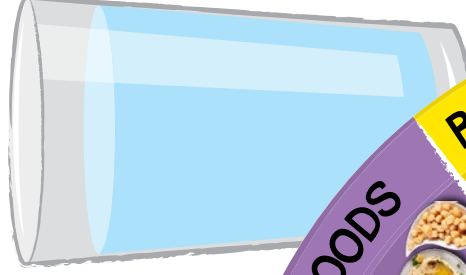


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‘ĀINA FOOD GUIDE: A Foundation for Good Health

“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!



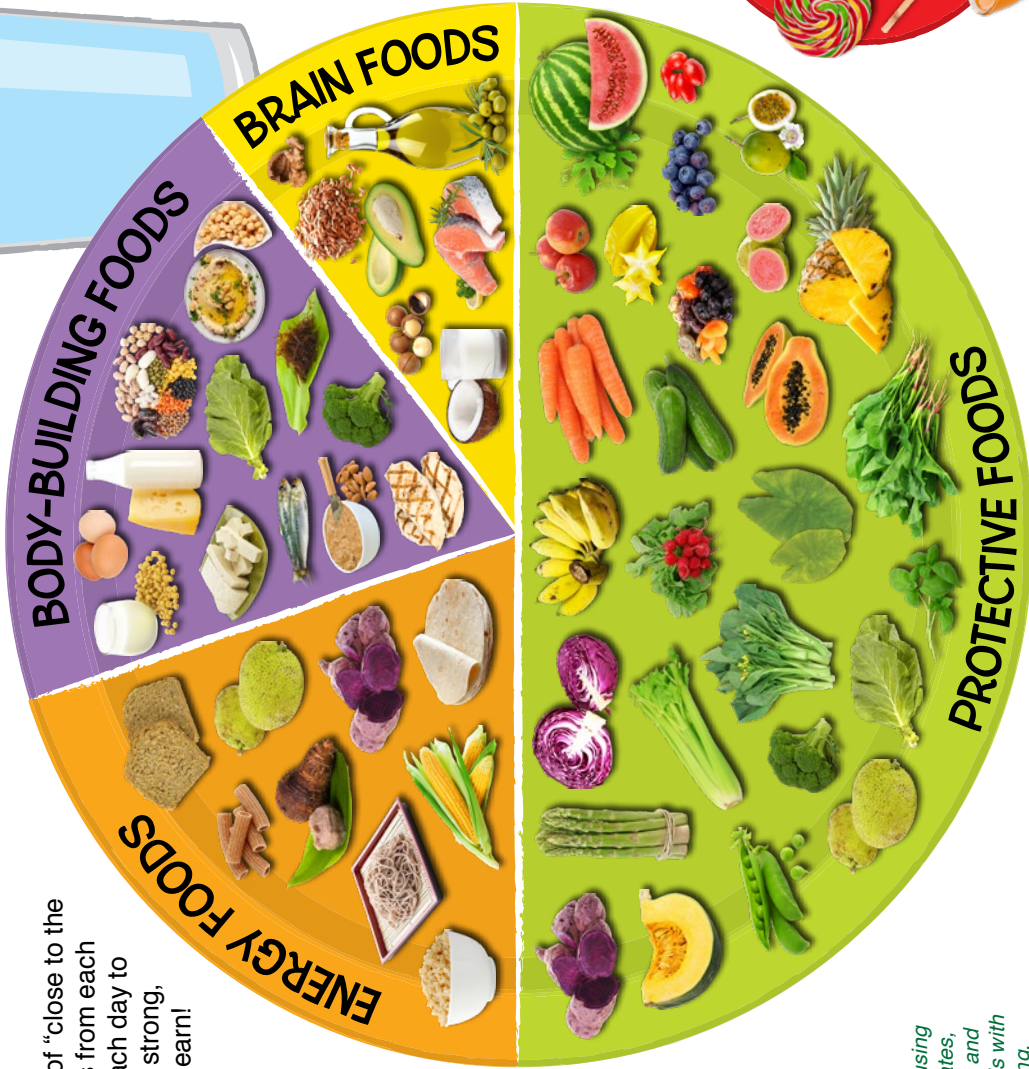
*Water is important for all systems in our bodies.
Kids should drink at least 6 to 8 cups a day.*

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.

I have been at this school since grade: K 1 2 (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. Circle the food that is “closest to the source,” and how it appears in nature. Circle ONE answer:



a. Apple Sauce



b. Apple Jills Cereal



c. Apple Juice

2. Choose the foods that best represent each Food Group. Draw lines to match:

a. Fruits and Vegetables

b. Protein and Calcium Foods

c. High Quality Fats

d. Whole Grains and Starchy Fruits and Vegetables

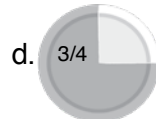
1.  avocado, olive oil

2.  papaya, carrots

3.  chicken, beans

4.  kalo, brown rice

3. How much of your plate should you fill with fruits and vegetables? Circle ONE answer:



4. When choosing a cracker, what word do we look for in the ingredient list to tell us whether that food has its original fiber and vitamins? Circle ONE answer:

a. Enriched

b. Fortified

c. Whole

d. Processed

5. Which bananas are best for our health and environment ? Circle ONE answer:



a. Locally grown bananas from Hawaiʻi



b. Imported bananas from Ecuador

6. Protein foods only come from animals. Circle: True or False

7. How do we investigate if a food is a healthy choice? Circle ONE answer:

a. Watch the commercial

b. Taste it

c. Read the ingredient list

d. Look at the pictures on the front of the box

8. Do you like gardening? **Circle** ONE answer: Yes I don't know No
9. Do you like eating fruits and vegetables? **Circle** ONE answer: Yes I don't know No
10. Do you like cooking? **Circle** ONE answer: Yes I don't know No
11. Do you like 'ĀINA Lessons? **Circle** ONE answer: Yes I don't know No

12. Draw a **Circle** around all the fruits and vegetables you like to eat:



13. Draw a picture of what 'āina means to you.



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/
- Founding member of the **Hawai'i Farm to School Hui**: www.hiphi.org/farmtoschool
- Hawai'i Core Partner for the **National Farm to School Network**: www.farmtoschool.org
- Kōkua Hawai'i Foundation is also an Advisory Committee member of the **Hawai'i Environmental Education Alliance**: 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

kōkua hawai'i foundation



www.kokuahawaiifoundation.org/aina

PART I:

1. Label each category of the 'ĀINA Food Guide.

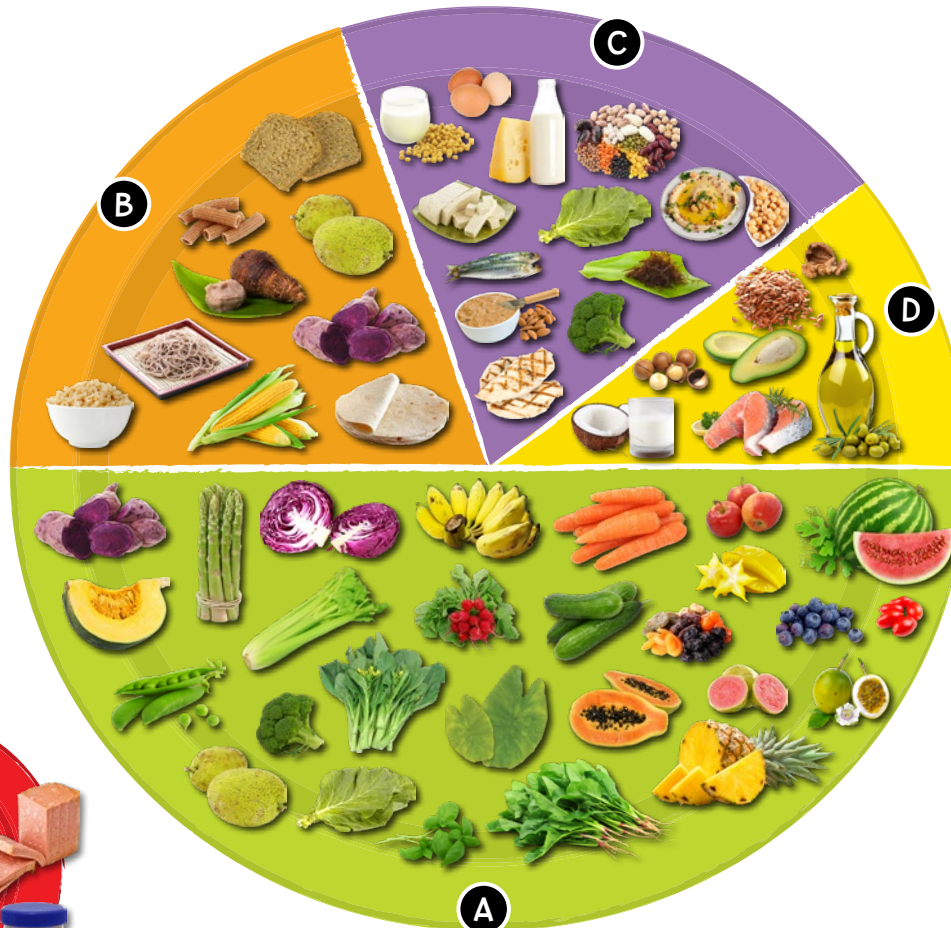
A _____

B _____

C _____

D _____

E _____



PART II:

- Circle all of the foods that you like to eat.
- Draw a triangle around at least one food that you would like to try from each category.
- Write the names of the foods you want to try:

Protective Food:

Energy Food:

Body-Building Food:

Brain Food:

PART III BONUS: Create a close to the source meal with at least one food from each category in the 'ĀINA Food Guide.

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, chef visits to classrooms, 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:
 - **Protective Foods** - fruits and vegetables like bananas, broccoli and carrots
 - **Energy Foods** - complex carbohydrates like sweet potatoes and brown rice
 - **Body-Building Foods** - foods with protein and calcium like fish, beans, and cheese
 - **Brain Foods** - high quality 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.

Each lesson also includes a food sample. In Lesson #1, our food sample 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

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.

Plant	What part do we eat?	List and draw another example of this plant part that we eat.
 Sunflower Seeds		
 Grape Tomatoes		
 Broccoli		
 Cabbage		
 Celery		
 Carrot		

1. Write in an example of a fruit or vegetable you like to eat from each color of the rainbow.

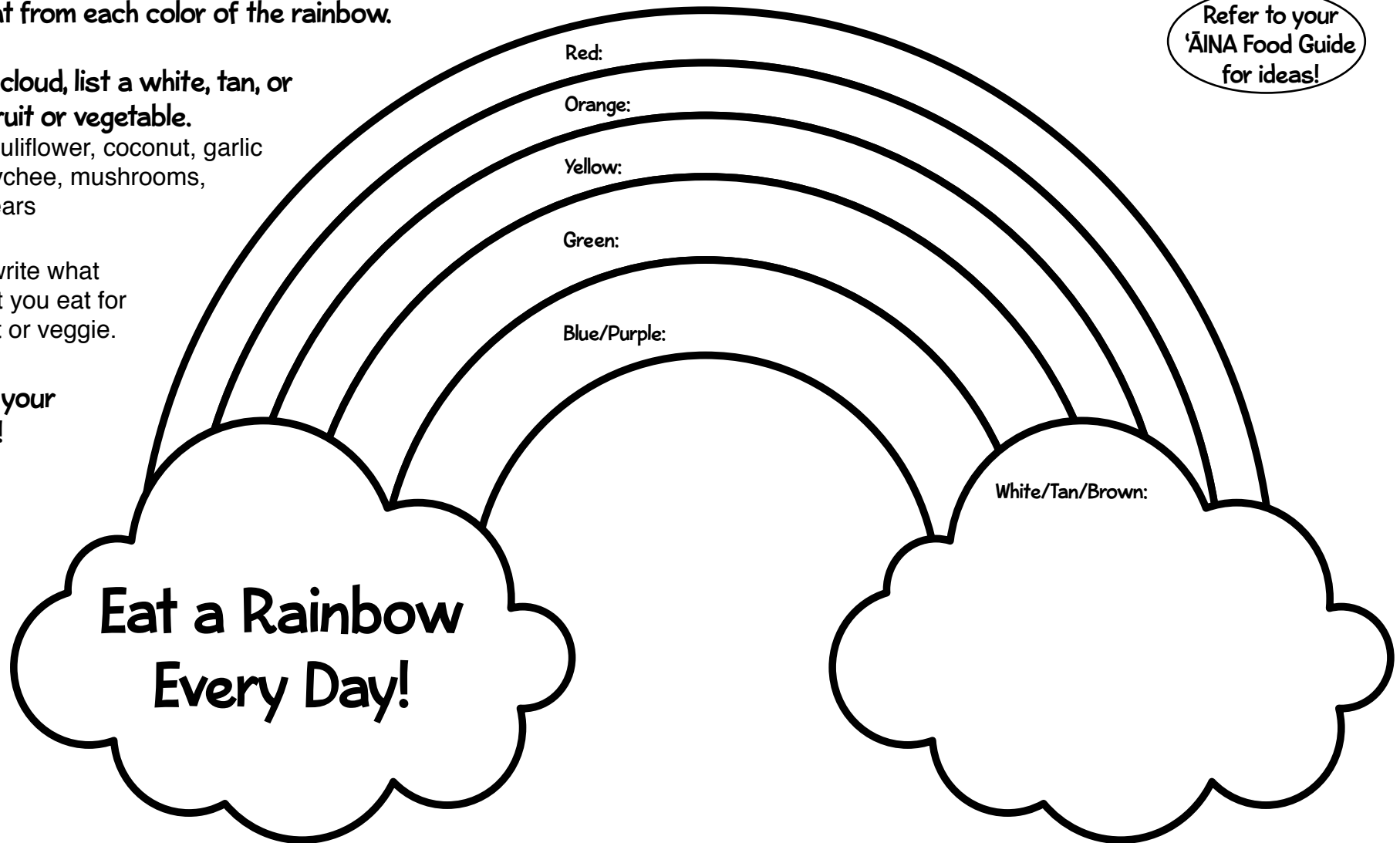
2. In the cloud, list a white, tan, or brown fruit or vegetable.

Ideas: cauliflower, coconut, garlic
jicama, lychee, mushrooms,
onion, pears

Bonus: write what plant part you eat for each fruit or veggie.

3. Color your rainbow!

Refer to your
'ĀINA Food Guide
for ideas!



Dear Parent or Caregiver,

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

- Explored the protective benefit of fruits and vegetables that are close to the source and have vitamins, minerals, phytonutrients, and fiber.
- Discussed why it is important to eat Protective Foods at every meal, with fruits and vegetables making up half our plate.
- Tasted a “Bird’s Nest Salad”—a healthy snack that included all six edible plant parts!



Ways you can reinforce these concepts:

- Give your child the opportunity to taste a rainbow of fruits or vegetables. If they don't like it, don't give up! Despite repeated refusals, kids may suddenly decide to try, and like, new foods.
- In the kitchen, include your child in making colorful fruit and vegetable recipes. They are more likely to try what they create. (See more tips on the back of this page.)
- Plant fruits and vegetables at home together. Kids are more likely to eat what they grow.
- Check out this lesson’s resource page for additional information, activities, and videos: kokuahawaiifoundation.org/ainalessons.

Bird's Nest Salad

Ingredients:

- 2 carrots (roots)
- 1 cup of celery (stems)
- 1 local purple cabbage (leaves)
- 1 cup broccoli (flower)
- 1 cup local grape tomatoes or currant tomatoes (fruit)
- 1/2 cup sunflower seeds (seeds)
- dressing (optional)



Instructions:

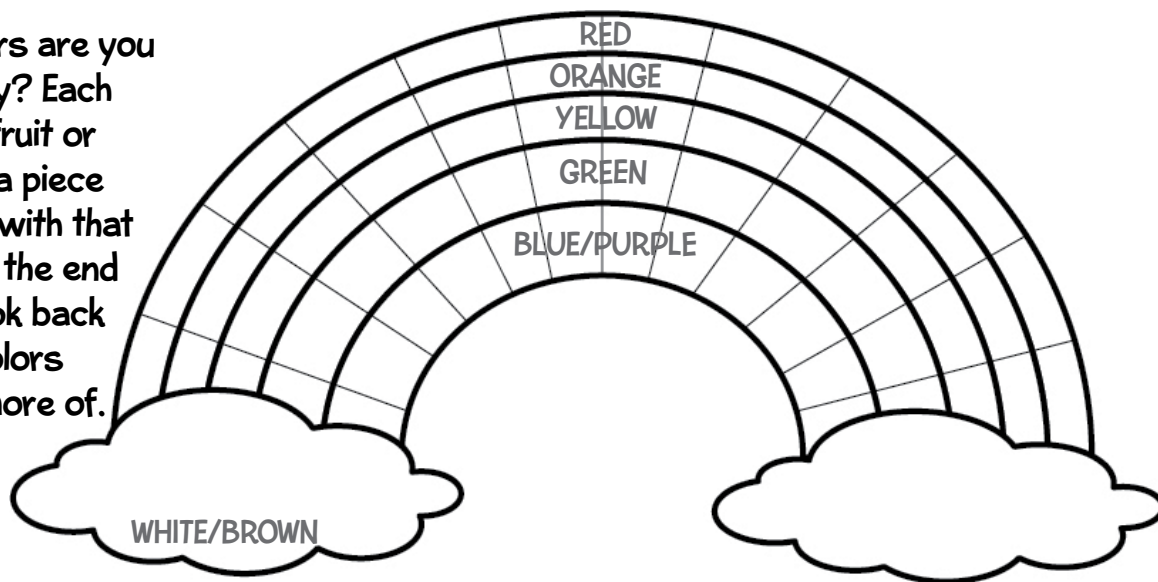
1. Wash vegetables thoroughly.
2. Grate the carrots, chop the broccoli and celery into bite size pieces, and break the cabbage leaves into hand size “bowls.”
3. Fill the “cabbage bowl” with a bed of grated carrots, a couple pieces of broccoli and celery, and top with a couple local tomatoes.
4. Top off with a pinch of sunflower seeds, and sprinkle with dressing (optional).

Make it Extra Local: use steamed taro cubes (roots), nasturtiums or other edible flowers, and homemade papaya seed or liliko'i dressing.

Most people don't get enough **PROTECTIVE FOODS** and are often not eating the variety of colorful fruits and vegetables that we all need. Here are some ideas to eat more fruits and veggies and keep it colorful:

- Add extra fruits and veggies to smoothies
- Create “rainbow” meals (sandwiches, salads, stews) with at least one food of each color
- Substitute colorful foods rich in phytonutrients for less colorful ones (example: mashed purple sweet potatoes for white potatoes)
- Add grated or pureed fruits and veggies to sauces, baked goods, and more
- Add colorful spices and herbs to your recipes
- Make fruit salads or fruit kabobs as a snack or dessert
- Try unsweetened herbal teas or fruit and herb-flavored water for drinks
- Keep cut fruit and veggies in the fridge for easy snacks and meal prep
- Store frozen veggies that can be added to dinner quickly
- Try to eat each color at least once a day

How many colors are you getting each day? Each time you eat a fruit or veggie, color in a piece of the rainbow with that food's color. At the end of the week, look back to see which colors you could eat more of.



A Rainbow of Fruits and Veggies:

Red: apples, applesauce, beans (adzuki, kidney, red), beets, cherries, grapefruit (pink), guava, plums, pomegranate, radishes, raspberries, red pears, red onion, red peppers, strawberries, sweet red bell peppers, tomato, watermelon

Orange : apricots, bell peppers, butternut squash, cantaloupe, carrots, liliko'i, mango, nectarine, olena (turmeric), orange, papaya, sweet potato, tangerine

Yellow: bell peppers, corn, golden beets, lemon, pineapple, spaghetti squash, starfruit, 'ulu, yellow squash

Green: apples, asparagus, avocado, bean sprouts, bell peppers, bitter melon, bok choy, broccoli, Brussels sprouts, cabbage, celery, cucumbers, edamame, green beans, green peas, greens (arugula, beet, chard, kale, lettuce, spinach, turnip), kiwi, limes, okra, olives, pears, snow peas, watercress, zucchini









Blue-Purple: blackberries, blueberries, cabbage, carrots, cauliflower, dates, eggplant, grapes, kale (purple), kalo, plums, potatoes, prunes, raisins, sweet potato

White-Brown: cauliflower, coconut, garlic, ginger, jicama, kalo, legumes, mushrooms, onions, pears, shallots

Directions: Write the name of each processed grain sample next to its whole grain match. Next, decide whether each processed grain is close to the source and still has all of its parts. Circle “Yes” if it is whole and close to the source; circle “No” if it is not.

PROCESSED GRAINS WORD BANK

whole wheat flour * white flour * popcorn * white rice * oatmeal

Plant Picture	Whole Grain Picture	Processed Grain	Is it a Whole Grain?
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Corn</div> 	1.	Yes / No
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Rice</div> 	2.	Yes / No
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Oats</div> 	3.	Yes / No
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Wheat</div> 	4.	Yes / No
		5.	Yes / No

7. Which of the processed grains have had things taken away, making them farther from the source?



Student Worksheet
FINDING WHOLE GRAIN INGREDIENTS
 Lesson 3 – Whole Grain Investigators

Name

Class Date

What word on an ingredients list will tell you if it is a “whole grain” food?
 _____ = **CLOSE TO THE SOURCE**

DIRECTIONS: Circle the word “WHOLE” in the bread ingredient labels below and count the total number.
 The bread with the most WHOLE ingredients is closest to the source.

Bread #1	Bread #2	Bread #3
<p>INGREDIENTS: Enriched wheat flour [flour, barley malt, ferrous sulfate (iron), Niacin (a B vitamin), thiamin mononitrate (vitamin B1), riboflavin (vitamin B2), folic acid], water, whole wheat flour, bran, high fructose corn syrup, yeast, soybean oil, salt, molasses, wheat gluten, soy flour, yeast nutrients, (calcium sulfate, ascorbic acid), honey, caramel color, dough conditioners (ammonium chloride, sodium stearoyl lactylate, ethoxylated mono and diglycerides, dicalcium phosphate, calcium dioxide, ammonium phosphate)</p> <p>Total: _____</p>	<p>INGREDIENTS: Whole wheat flour, whole rye flour, water, honey, molasses, evaporated milk, barley, whole cracked wheat, steel cut whole oats, whole wheat berries, wheat bran, palm oil, yeast, salt.</p> <p>Total: _____</p>	<p>INGREDIENTS: Wheat flour, water, high fructose corn syrup or sugar, yeast. Contains 2% or less of: soybean oil, barely malt, wheat gluten, salt, calcium carbonate, sodium stearoyl lactylate, vitamin D3, vinegar, mono- and diglycerides, calcium sulfate, monocalcium phosphate, yeast nutrients (ammonium chloride, ammonium sulfate), enzymes, yeast extract, wheat starch, calcium dioxide, ferrous sulfate (iron), “B” vitamins (niacin, thiamine mononitrate (B1), riboflavin (B2), folic acid] soy lecithin, azodicarbonamide, soy flour, why, calcium propionate (to retain freshness), datem, sorbic acid.</p> <p>Total: _____</p>

Which loaf of bread is closest to the source, #1, #2, or #3? _____

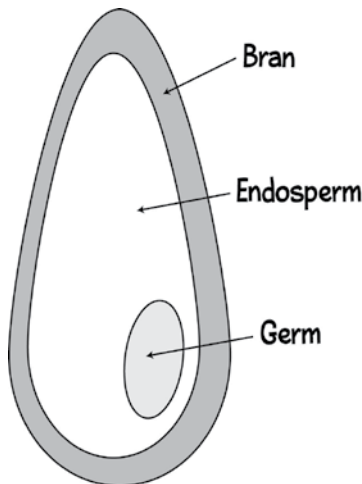
Dear Parent or Caregiver:

In ĀINA In Schools Nutrition Lesson #3, students:

- Discussed Energy Foods (complex carbohydrates that give us long-lasting energy and fiber), focusing on nutritional benefits of eating foods made with whole grains.
- Investigated whole grains (corn, wheat, oats, and rice) and their processed pair to discover the three important parts of a whole grain (bran, germ, and endosperm).
- Identified whole grains on ingredient lists of 3 bread labels to determine which bread was closest to the source.
- Tasted whole grain crackers with hummus.

Ways you can reinforce these concepts:

- Ask your child to share what they learned about Energy Foods and whole grains.
- Take your child on a trip to the grocery store to complete the “Whole Grain Scavenger Hunt” on the back of this sheet.
- Explore with your child some new whole grains that your family would like to try.
- Check out this lesson’s resource page for additional information, activities, and videos: kokuahawaiifoundation.org/ainalessons.



WHOLE GRAINS 101

BRAN - the coarse, outer layer of the grain contains: fiber, B vitamins, minerals, protein, and phytonutrients (naturally occurring plant substances that may prevent disease).

ENDOSPERM - The middle layer serves as the main energy storehouse for the plant. It contains carbohydrates, protein, and small amounts of B vitamins.

GERM - The germ is packed with nutrients. If fertilized, the germ can sprout into a new plant, so it holds rich supplies of key nutrients: minerals, B vitamins, Vitamin E, and phytonutrients (naturally occurring plant substances that may prevent disease).

GRAINS & GRAIN-LIKE SEEDS (remember to look for the word “whole”)

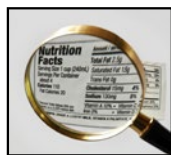
Amaranth * Barley * Brown Rice * Buckwheat * Cornmeal * Graham Flour Kamut
* Millet * Oatmeal/Oats * Quinoa * Rye * Sorghum
Spelt * Teff * Wheat * Wild Rice

MORE ENERGY FOODS (starchy fruits & veggies)

Beans * Cassava * Kalo (Taro) * Lotus Root * Parsnips * Plantains * Potatoes *
Pumpkins * ‘Uala (Sweet Potato) * ‘Ulu (Breadfruit) * Squash * Yams

Go with an adult to the grocery store and find one new cereal and one new bread that you would eat that have **whole grains**.

Whole grains are less processed and close to the source! How do you know if a grain product is **whole grain**?



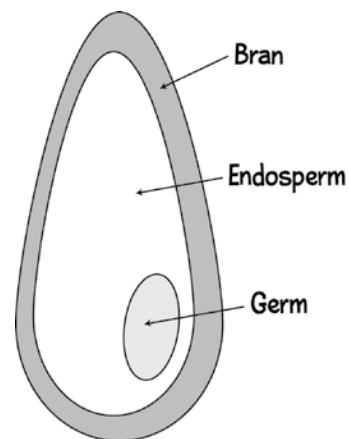
Read the label — a whole grain should be the first ingredient listed: whole oats, whole wheat, whole corn, or brown rice.



Look for the word “whole.”



Remember — whole grain includes the bran, germ, and endosperm of the grain.



Watch out!

- Foods labeled with the words “multi-grain,” “stone-ground,” “100% wheat,” “cracked wheat,” “seven-grain,” or “bran” may not be whole grain products.
- Wheat flour or enriched flour (flour to which vitamins have been added) are not whole grains.



One whole grain breakfast cereal that I would like to try:



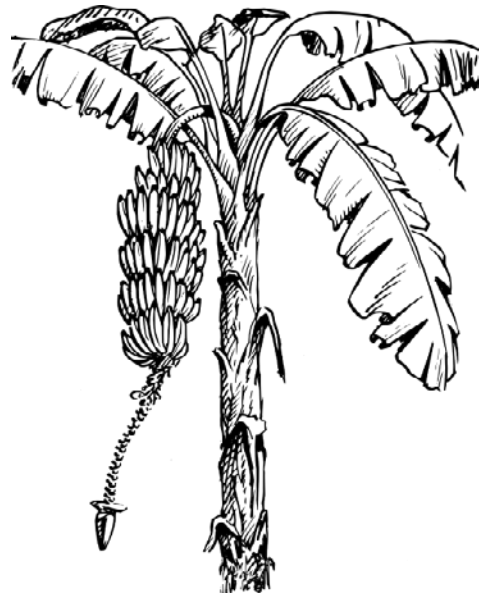
One whole grain bread that I would like to try:

WHICH BANANA IS CLOSEST TO THE SOURCE?

Lesson 4 – Food Choices For Your Environment

Name

Class Date



Hawai'i Banana



Imported Banana

<p>1) Which banana is picked the ripest and has the most vitamins?</p> <p><input type="checkbox"/> Hawai'i-Grown Banana <input type="checkbox"/> Imported Banana</p> <p>Color the FRUIT of that tree!</p>	<p>2) Which banana used the least amount of fuel, traveling the least number of food miles to the store?</p> <p><input type="checkbox"/> Hawai'i-Grown Banana <input type="checkbox"/> Imported Banana</p> <p>Color the LEAVES of that tree!</p>	<p>3) Which banana used the least amount of packaging to get to the store?</p> <p><input type="checkbox"/> Hawai'i-Grown Banana <input type="checkbox"/> Imported Banana</p> <p>Color the TRUNK of that tree!</p>
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4) Circle the banana tree that is closest to the source.

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
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- 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.**

Dear Parent or Caregiver:

In ĀINA In Schools Nutrition Lesson #4, students:

- Learned how our food choices affect our environment.
- Learned about the ahupua'a system, which traditionally provided a stable food system for Hawai'i's people.
- Compared the environmental impacts of fruits and vegetables shipped to Hawai'i to those grown in Hawai'i.
- Learned 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.
- 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.

Banana Sorbet

Banana Sorbet is a delicious 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!



Healthy & Waste-Free Lunches

Healthy Lunches include foods that are close to the source, such as:

- Fresh, seasonal, locally grown fruits and veggies
- Dried fruits and nuts
- Whole foods in their own packaging (an apple or banana comes in its own wrapper!)
- Whole grains: brown rice, whole multi-grain breads, and pasta
- Filtered tap water or low fat white milk



Check out the USDA “My Plate” nutrition guidelines at www.choosemyplate.gov. They recommend that half your plate (or lunchbox, in this case!) consist of fruits and vegetables. Buy locally-grown produce cultivated without pesticides; choose organic whenever possible. Visit Environmental Working Group’s Shopper’s Guide to Pesticides in Produce www.ewg.org/foodnews to help make the best choice for your ‘ohana.

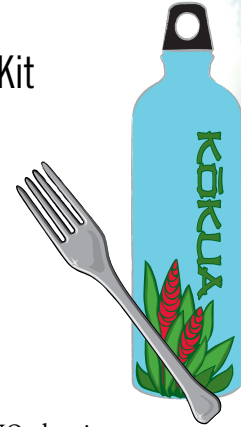
Making It Work:

- Shop weekly at your local Farmers’ Markets for fresh produce
- Buy dry goods in bulk to minimize packaging
- Menu plan and maximize leftovers
- Make simple salads, sandwiches, and wraps
- Cook hard-boiled eggs, wash and slice veggies and fruits ahead of time
- Pack lunches the night before
- Encourage your children to help plan, prepare, and pack their own lunches



Your Waste-Free Lunch Kit should include:

- Durable lunchbox or bag
- Reusable food containers
- Refillable drink bottle
- Reusable fork and spoon
- Cloth napkin



Look for products that contain NO aluminum, Bisphenol A (BPA), lead, phthalates, and polyvinyl chloride (PVC). Several of these materials have been linked to negative health impacts.

Avoid:

- Individually wrapped snacks
- Plastic baggies
- Disposable forks, spoons, and straws
- Bottled water, sodas, and juice boxes
- Sugary drinks and sweets
- Refined grains, processed foods
- Red Flag Ingredients: high fructose corn syrup, hydrogenated oils (in many brands of peanut butter), trans-fats, artificial colors and flavors



For more information including educational resources and how to extend this topic into the classroom, check out these links:

- www.kokuahawaiifoundation.org/resources
- www.wastefreelunches.org
- www.epa.gov/students/pack-waste-free-lunch



Student Worksheet
PROTEIN AND CALCIUM FOODS
 Lesson 5 — Food To Grow On

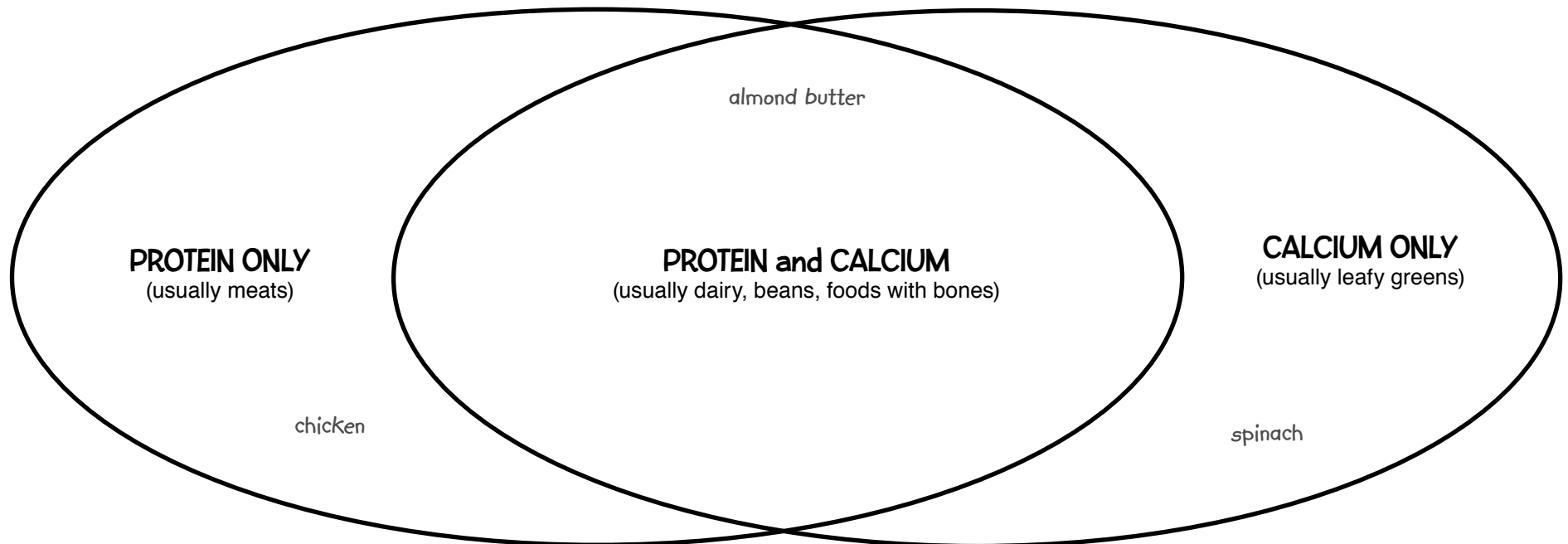
Name

Class Date

1. **Create a Venn Diagram with Body-Building Foods.** If a food contains just protein write it in the oval labeled “Protein Only” on the left. If a food provides only calcium, write the name of that food in the oval on the right that reads “Calcium Only.” If the food provides both protein and calcium, write that food's name in the area where the two ovals overlap, “Protein and Calcium.” Some examples have already been filled in.

WORD BANK

Eggs Tofu	Poke (Fish) Broccoli	Limu (Seaweed) Canned Salmon	Yogurt Kalo (Lū'au) Leaves	Black Beans Peas
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2. Color the names of foods that come from plants GREEN.

3. Color the names of foods that come from animals BLUE.

Dear Parent or Caregiver:

In today's ĀINA In Schools Nutrition Lesson #5, your child learned about:

Body-building foods rich in **protein** that help our muscles grow and our brains learn, such as:

- Meats, chicken, fish
- Beans and legumes
- Eggs and dairy products
- Nuts and nut butters

Body-building foods high in **calcium** that help our bones grow and keep our teeth strong, such as:

- Dark leafy greens: Kale, taro leaves, spinach
- Low-fat and fat-free dairy
- Canned fish with bones
- Broccoli, okra, dandelion leaves
- Almonds and sesame seeds
- Seaweeds: wakame, hijiki, kelp

Some body-building foods provide both protein and calcium and include foods such as beans, canned salmon, sardines, enriched soy milk, tofu, cheese, cottage cheese, milk, and yogurt.

Your child also sampled a healthy, plant-based body-building snack: salsa made with black beans and locally-grown corn and locally grown tomatoes. Mix up a batch together and ask your child about what he/she knows about foods that help our bodies grow.

Check out this lesson's resource page for additional information, activities, and videos: kokuahawaiiifoundation.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.

Dear Parent or Caregiver:

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

- Learned about the high quality fats that make up the Brain Foods section of the 'ĀINA Food Guide.
- Discussed the benefits of eating high quality fats.
- Identified examples of high quality, close to the source fats, including cold water fish (salmon), nuts and seeds, avocados and olives, and legumes (peanuts, soybeans).
- Sorted different kinds of foods into high and low quality fat categories.



Ways you can reinforce these concepts:

- Ask your child what he/she knows about high and low quality fats, and in which foods they are usually found.
- Invite your child to choose a family meal that includes a high quality fat.
- Check out this lesson's resource page for additional information, activities, and videos: kokuahawaiifoundation.org/ainalessons.

Your child also sampled and learned to make a healthy snack loaded with "brain food:" guacamole made with local avocados. A simple recipe is included on the back of this page.

Saturated Fats and Trans Fats

Trans fats occur naturally in very small amounts in beef and whole milk, but are mostly found in processed foods, usually in the form of hydrogenated oils. Hydrogenation is a process in which hydrogen is added to liquid oils and creates fats that are less likely to spoil thereby extending the shelf life of processed foods. Trans fats harm the brain and nervous system, and even moderate amounts have been linked to impaired cognitive function and mental decline. Hydrogenated vegetable oils are associated with cancer, weight gain, diabetes and heart disease. In 2015, the FDA gave food manufacturers three years to phase trans fats out of food products and expects this action will "reduce coronary heart disease and prevent thousands of fatal heart attacks every year." Foods that

were manufactured before this deadline can still be sold until 2020 (some til 2021!). Also, foods can still be described as having zero trans fats if there are less than 0.5g trans fats per serving. This makes it very important to read labels and look for the word "hydrogenated" in ingredients lists.



The best way to avoid trans fats is to read labels, limit how much processed and fried fast food you eat, and focus on close to the source fruit, vegetables, whole grains, healthy fats, and lean protein.

Brainy Guacamole!

This recipe is especially great for children to help with--they can squeeze the lime juice, crush the garlic, and mash everything up. An adult should cut the avocado and limes.

Ingredients:

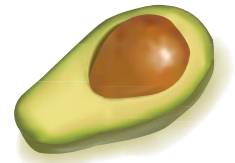
- 1 large ripe **avocado*** (or 2 small ones)
- 1 tablespoon fresh squeezed **lime*** juice
- 1 garlic clove (crushed or chopped)

***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!



Sprouting avocado seeds is an easy and rewarding project to do together. Seeds can be planted directly into the soil, but when started in water allow you to witness root growth and the stem emerging from the pit.

You can even add avocado to smoothies for extra creaminess!

Directions: Compare the ingredients lists of two similar foods or beverages. Make check marks to determine which food is closer to the source.



1) Write the name of each food/drink you are comparing.	_____	_____
2) Check which item has more ingredients. (Check only one.)	<input type="checkbox"/> This item food has more ingredients.	<input type="checkbox"/> This item food has more ingredients.
3) Check if there are any ingredients you don't recognize.	<input type="checkbox"/> I do not recognize some of the ingredients.	<input type="checkbox"/> I do not recognize some of the ingredients.
4) Check each "red flag" ingredient.	<input type="checkbox"/> Partially hydrogenated oil or shortening <input type="checkbox"/> Salt or sodium <input type="checkbox"/> Added sugars <input type="checkbox"/> High fructose corn syrup (or HFCS) <input type="checkbox"/> Artificial color (red, yellow, blue) <input type="checkbox"/> Artificial flavor	<input type="checkbox"/> Partially hydrogenated oil or shortening <input type="checkbox"/> Salt or sodium <input type="checkbox"/> Added sugars <input type="checkbox"/> High fructose corn syrup (or HFCS) <input type="checkbox"/> Artificial color (red, yellow, blue) <input type="checkbox"/> Artificial flavor
5) Tally the total number of check marks.		

6) Which food is closer to the source?



Dear Parent or Caregiver,

In 'ĀINA In Schools Nutrition Lesson #7, students:

- Focused on the Caution Food group of the 'ĀINA Food Guide and learned the names of common food additives (“red flag” ingredients).
- Explored a food ingredients list and discussed how to determine whether or not the food is “close to the source.”
- Compared the ingredient lists of similar food products, looking for “red flag” ingredients that signal a food is “farther from the source.”
- 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 evaluating a food, consider whether your great-grandmother (or someone’s great-grandmother) would recognize it as food. Would she be able to make it herself? If not, that food likely contains “red flag” ingredients that we shouldn't eat too much of.
- When shopping, read food labels together and look for “red flag” ingredients.
- Be a food investigator with your child using the guide on the back of this sheet. If a food is “busted,” think about some alternatives with fewer “red flag” ingredients.
- Check out this lesson’s resource page for additional information, activities, and videos: kokuahawaiifoundation.org/ainalessons.

DIY Trail Mix

Trail mix is a great snack that can provide long-lasting energy on family adventures. Making your own trail mix is easy. Visit your local grocery or natural foods store and look for a selection of:

nuts * dried fruits * seeds

Be sure to read ingredient labels, because “red flag” ingredients are often added to these items in the form of preservatives, sweeteners, and oils.





Student Worksheet
‘ĀINA KEY CONCEPTS
 Lesson 8 – ‘ĀINA Year In Review

Name

Class Date

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>CLOSE TO THE SOURCE foods are _____ foods that come straight from nature. They are _____ and more nutritious because little is added or taken away.</p>	<p>Example:</p>
<p>PROTECTIVE FOODS are _____ that are high in _____. It is good to eat a rainbow of colorful, close to the source, protective foods.</p>	<p>Example:</p>
<p>ENERGY FOODS 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>	<p>Example:</p>
<p>BODY-BUILDING FOODS are high in _____ and help us grow taller, stronger and smarter! Body-building foods come from both _____ sources.</p>	<p>Example:</p>
<p>BRAIN FOODS are high quality _____ that come from plants and some fish. They help us _____ things and are good for our hearts.</p>	<p>Example:</p>
<p>CAUTION FOODS 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>	<p>Example:</p>

Dear Parent or Caregiver,

In their final ĀINA In Schools Nutrition Lesson, students:

- Reviewed the key concepts learned in the last seven nutrition lessons to choose “close to the source” foods as a component of good health.
- Worked in teams to develop presentations on each of the ĀINA Food Guide groups.
- Prepared a “close to the source” snack featuring ingredients from each ĀINA Food Guide category.



Ways you can reinforce these concepts:

- Ask your child to teach you to make a poi smoothie.
- Ask your child about his/her presentation and which ĀINA food group their team created.
- Involve your child in choosing and preparing family meals. During meal times, ask about the benefits of specific foods. *Which ones make us strong? Which ones help us to learn? Which ones keep us from getting sick?*
- If you haven't done so already, start a garden to grow a little of your own food. If you don't have much space, try a container garden on a porch, balcony, or counter top.
- Visit a local farm together. Many farms now offer guided tours that are family friendly.
- Check out this lesson's resource page for additional information, activities, and videos: kokuahawaiifoundation.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

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

aina@kokuahawaiifoundation.org



REFLECTION

Directions: Fill in your answers to the questions below.

1. What do you remember most about your nutrition lessons this school year? _____

2. What foods did you try and which was your favorite? _____

3. Did these lessons change what foods you want to try? _____

4. Why is eating close to the source important to you? _____



Student Worksheet
REFLECTION
Grade 2 — Nutrition Education

Name

Class Date

Directions: Use this space to record your notes and observations.



‘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: _____

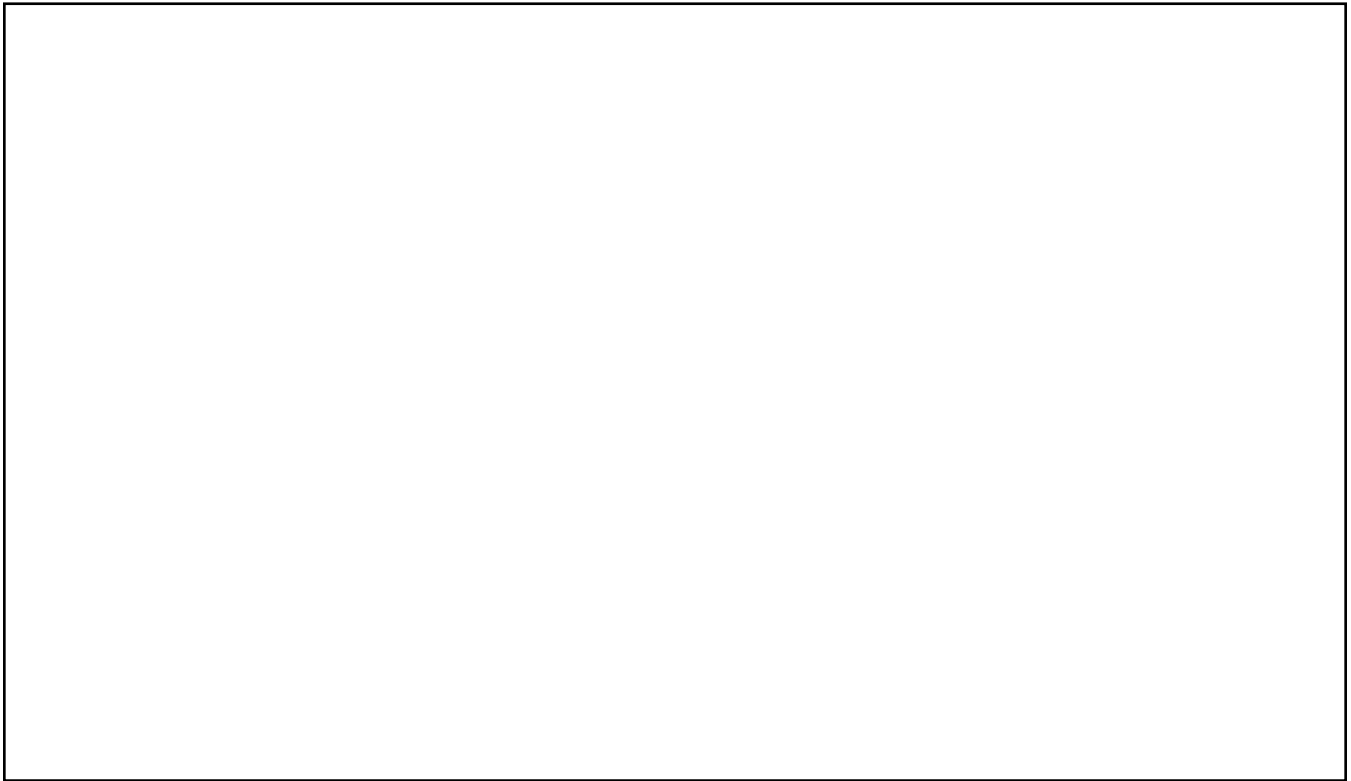
DESCRIPTION of your local, close to the source ingredients and why they make you say YUM!!

INGREDIENTS:

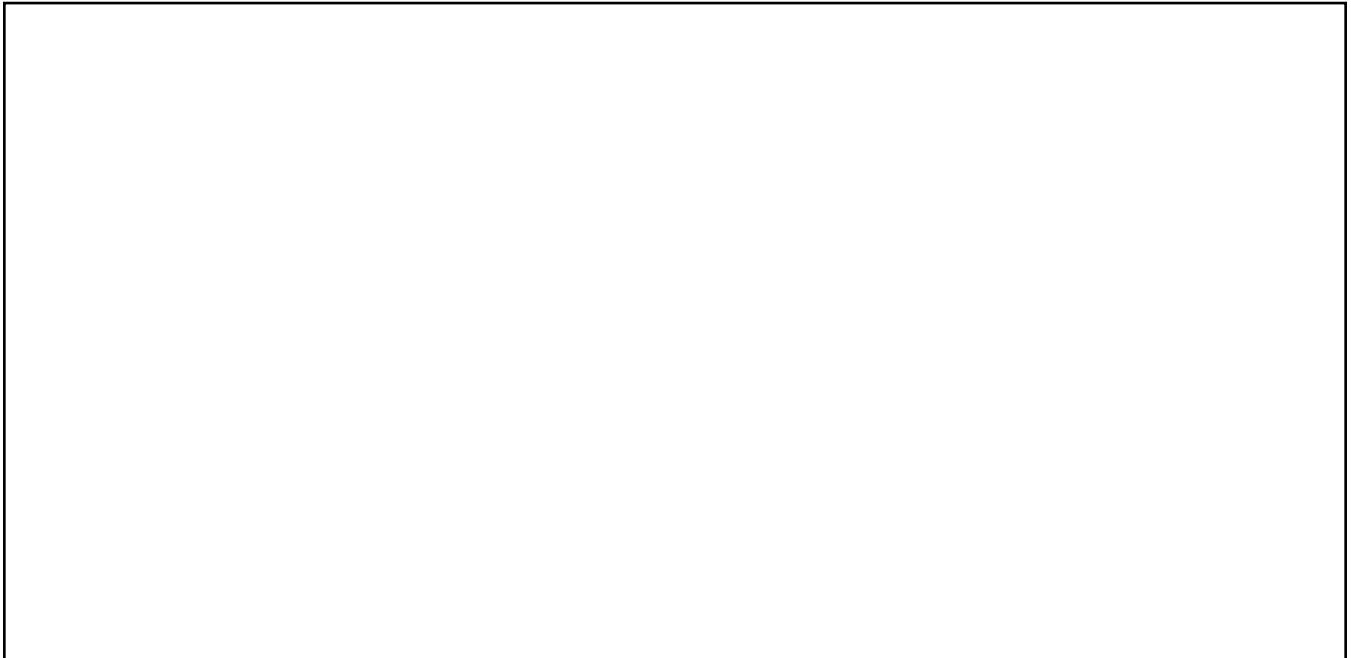
Name of Ingredient	Amount	‘ĀINA Food Guide Category

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!

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

1. Circle the food that is “closest to the source,” and how it appears in nature. Circle ONE answer:



a. Apple Sauce



b. Apple Jills Cereal



c. Apple Juice

2. Choose the foods that best represent each Food Group. Draw lines to match:

a. Fruits and Vegetables

b. Protein and Calcium Foods

c. High Quality Fats

d. Whole Grains and Starchy Fruits and Vegetables

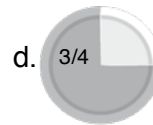
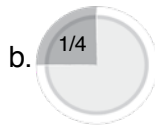
1.  avocado, olive oil

2.  papaya, carrots

3.  chicken, beans

4.  kalo, brown rice

3. How much of your plate should you fill with fruits and vegetables? Circle ONE answer:



4. When choosing a cracker, what word do we look for in the ingredient list to tell us whether that food has its original fiber and vitamins? Circle ONE answer:

a. Enriched

b. Fortified

c. Whole

d. Processed

5. Which bananas are best for our health and environment ? Circle ONE answer:



a. Locally grown bananas from Hawai'i



b. Imported bananas from Ecuador

6. Protein foods only come from animals. Circle: True or False

7. How do we investigate if a food is a healthy choice? Circle ONE answer:

a. Watch the commercial

b. Taste it

c. Read the ingredient list

d. Look at the pictures on the front of the box

8. Do you like gardening? **Circle** ONE answer: Yes I don't know No
9. Do you like eating fruits and vegetables? **Circle** ONE answer: Yes I don't know No
10. Do you like cooking? **Circle** ONE answer: Yes I don't know No
11. Do you like 'ĀINA Lessons? **Circle** ONE answer: Yes I don't know No

12. Draw a **Circle** around all the fruits and vegetables you like to eat:



13. Draw a picture of what 'āina means to you.

INSIDE
COVER
BLANK

