

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. They will have an opportunity to taste a snack containing ingredients from all five groups.

TIME: 45 minutes

SUBJECTS: Health

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 define its five food groups: Protective, Energy, Body-Building, Brain and Caution.
- Classify food into the five food groups according to their nutritional benefits.

ACADEMIC STANDARDS

HE.6-8.1.2

*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)
 - Close to the Source Apple Activity
- III. Exploring the ĀINA Food Guide (20 minutes)
 - Introduce Activity - 5 minutes
 - Team Planning - 5 minutes
 - Team Presentations - 10 minutes
Students complete ĀINA Food Guide Worksheet during presentations
- IV. Close to the Source Snack (10 minutes)
 - Students Prepare and Serve Poi Smoothies
- V. Closing (3 minutes)
 - Introduce Follow-up Worksheet

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 your body stay healthy by being less processed and usually higher in nutrients and fiber

Kalo – Taro; staple Hawaiian food and considered 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, phytonutrients, and fiber and 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

Vitamin A – Essential for growth & immunity; supports healthy skin, eyes, and hair

Vitamin C – Essential for growth & immunity; supports healthy skin and gums

LESSON MATERIALS

Core Supplies:

- ‘ĀINA In Schools apron with name tag
- Kōkua Hawai‘i Foundation cloth bag
- Laminated ‘ĀINA Food Guide Poster
- Copy of ‘ĀINA In Schools Student Workbook
- Knife (plastic lettuce knife)*
- Cutting board
- Non-latex gloves
- Napkins
- Garbage/compost bag

Lesson Supplies:

- Student Workbooks for distribution (downloadable at www.kokuahawaii.org)
- Vocabulary cards (16)
- Close to the Source Apple Activity Signs (4): Apple, Applesauce, Apple Juice, Apple Jills Cereal
- ‘ĀINA Food Group Signs (5): Protective Foods, Energy Foods, Body-Building Foods, Brain Foods, Caution Foods
- ‘ĀINA Food Group Reading Signs (5): Protective Foods, Energy Foods, Body-Building Foods, Brain Foods, Caution Foods
- 5 Dry Erase Markers, fine point
- Disposable tasting cups (3-4 oz.)
- Extension cord

Teaching Team to Provide:

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



*Please do not bring knives on campus. The only knives allowed are those that are plastic and very well attended by an adult.

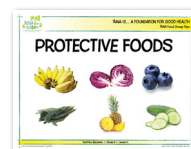
**Ice may be obtained from the cafeteria if arranged ahead of time or on your way to the school. Crushed ice is best.

ACCOMPANYING DOCUMENTS

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



Close to the Source
 Apple Activity Sign



‘ĀINA Food Group Sign



‘ĀINA Food Group
 Reading Sign



‘ĀINA Food Guide
 Student Worksheet

ADVANCE PREPARATION

- Lead docent to contact teachers to confirm date/time of the lessons.
- 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	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 (1,2). 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 ultra 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
- “Healthy Eating Plate.” hsph.harvard.edu/nutritionsource/healthy-eating-plate/
- “Hydration and Cognitive Function in Children.” doi.org/10.1111/j.1753-4887.2006.tb00176.x
- “NOVA. The star shines bright.” 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

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

- Assistant Docent, please hold up the vocabulary cards as the speaking docent discusses each new term.
- 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 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 four volunteers come up...”

Hand each volunteer a Close to the Source Apple Activity Sign (apple, applesauce container, apple juice, 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. Applesauce. 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 your volunteers for their help and have them sit down.

EXPLORING THE ‘ĀINA FOOD GUIDE

20 MINUTES

DOCENT NOTE

- See the ‘ĀINA Food Guide video at kokuahawaiifoundation.org/ainavideos.

“Now let’s explore more CLOSE TO THE SOURCE foods with our ‘ĀINA Food Guide.”

“Choosing CLOSE TO THE SOURCE foods that are healthy for our bodies is easy when we follow the ‘ĀINA Food Guide.” Use the food guide poster here.

“The ‘ĀINA Food Guide illustrates how foods are grouped into categories based on the different things they can do for our bodies. Let’s all look at the ‘ĀINA Food Guide in our workbooks. There are five food groups and you are each going to become experts in one of these categories and then share what you know with the rest of the class.”



‘ĀINA Food Guide Poster

Break the class up into 5 teams and assign them an ‘ĀINA food group by giving them one of 5 ‘ĀINA Food Group Signs.

Explain that each team will give a 2 minute presentation on their ‘ĀINA Food Group. Teams will have 5 minutes to prepare their presentations, which will include:



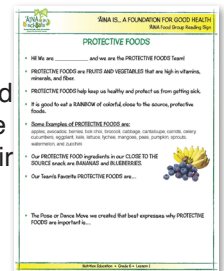
- Introducing themselves and the name of their food group (Protective, Energy, etc.),
- How their food group keeps us healthy,
- Examples of close to the source foods from their food group,
- The poi smoothie ingredient(s) from their food group,
- Each team member’s favorite close to the source food from their food group, and
- THE FUN PART: a pose or dance move that best expresses the importance of your team’s food group.

Instruct teams to read about their team’s food group

ACTIVITY TIPS

- Props used in this activity:
 - ‘ĀINA Food Guide Poster and ‘ĀINA Food Guide Signs (signs are double sided, with reading information on one side and photos of assorted foods on the other).
 - Students hold up the photo side of their ‘ĀINA Food Group Signs during their presentations to illustrate food examples.
 - A color copy of the ‘ĀINA Food Guide is on the inside front cover of each student workbook.
- If available, let the students use dry erase markers to make notes on their laminated ‘ĀINA Food Group Signs.

and look at its section in the ‘ĀINA Food Guide. They should think of their favorite foods in that group and get creative to come up with a pose or dance move that symbolizes their food group.



Team Planning - 5 minutes

Remind the teams that each team member should take part in the presentation. Make sure students take turns reading and presenting the items on their ‘ĀINA Food Guide reading card. Remind the students that their presentations will be limited to 2 minutes.



Team Presentations - 10 minutes

(2 min. maximum for each team)
 Students should complete the ‘ĀINA Food Guide Student Worksheet while listening to the presentations.

EXPLORING THE ‘ĀINA FOOD GUIDE

CONTINUED

Have the teams make their presentations in the following order:

- PROTECTIVE FOODS
- ENERGY FOODS
- BODY-BUILDING FOODS
- BRAIN FOODS
- CAUTION FOODS.



After each presentation, briefly touch upon the relative proportions of each section of the food guide:

“Which food group makes up the biggest proportion of the ‘ĀINA Food Guide?” The PROTECTIVE FOOD GROUP!
Vegetables and fruits should make up the biggest part of our diet so we can stay healthy.”



“Look at the BRAIN FOOD section. Do you think we need a lot of these fats?” Desired answer: no, not really, etc.



“We can eat smaller amounts of these high quality fats than the rest of the foods groups, but they are still very important for growing healthy brains and learning.”

“What does CAUTION mean?”
Entertain a few student answers.



“CAUTION means beware or slow down.”
Ask the students, *“Why do you*

think the CAUTION FOODS are over there on the side on a smaller 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 very small amounts) and we should choose CLOSE TO THE SOURCE options whenever possible to stay healthy.

Thank the students for their presentations.

DOCENT NOTES

- Assistant Docent: Take one student from each group to help with making smoothies. Wait to blend until presentations are complete.
- Be sure to have all helpers wash their hands.



CLOSE TO THE SOURCE SNACK

10 MINUTES

DOCENT NOTES

- 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 snacks.
- 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.
- Add the poi last so the blender doesn't get jammed.
- Pour 4 oz. 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.
- Please refrain from verbalizing your own food preferences and be aware of your body language and facial expressions. These subtle cues have a big impact on a child's willingness to try foods!
- Encourage the students to try the snack. Remind them of 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.

Have each student helper (2 from the Protective Foods team and one from each of the other teams) stand in the front of the class and state the name of their ingredient and what food group it is from as they assist you in adding their respective ingredients to the blender.

Ingredients should be added in this order for easy blending: bananas and berries, poi, soy milk, coconut milk, honey, ice.



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

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, minerals, phytonutrients, and fiber
- 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



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



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 the Take Home Letter and follow-up activity:

- Students have a take-home letter to share with their family. It includes information about ‘ĀINA In Schools and the poi smoothie recipe.
- 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.
 - Use the plastic 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.
- Please complete your online docent survey for this lesson. This is valuable feedback that helps to improve our 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.
- ***Human Nutrition* by Revilla, Titchenal, Calabrese, Gibby, and Meinke: 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**
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: ctahr.hawaii.edu/new/resources.htm**
Collection of nutrition resources for educators.
- **"Where are the Soda Trees" Lesson from the In Defense of Food Curriculum: pbslearningmedia.org/collection/the-idof-curriculum/**
This lesson includes several activities focused on eating close to the source foods vs. highly processed "edible food-like substances". The "Food Sort" activity asks students to determine whether a given food is helpful or not helpful and whether it's something that comes from nature or not.

Videos

- **"ĀINA Food Guide," Kōkua Hawai'i Foundation: kokuahawaiiifoundation.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: kokuahawaiiifoundation.org/ainavideos**
KHF Staff shows 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**
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**
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**
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.
- **"Fresh Choice Hawaiian Harvest Toolkit": kokuahawaiiifoundation.org/hawaiianharvest**
Celebrates the bounty of produce grown in Hawai'i, the toolkit introduces students to local produce.
- **"Kids Healthy Eating Plate," Harvard School of Public Health: 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/**
Provides a good foundation in general nutrition. Topics include carbohydrates, protein, fats and cholesterol, salt and sodium and healthy recipes.

Find more at

kokuahawaiiifoundation.org/ainalessons