

ĀINA In Schools Grade 6 Nutrition Lessons empower students to make healthy food choices by focusing on the following key concepts: eating foods that are close to the source, the importance of eating a balanced breakfast, evaluating foods by reading food labels and finding “red flag” ingredients, considering the environmental impacts of our food choices, understanding body cues of hunger/satiation, decoding food labels to determine appropriate portion sizes, and utilizing food marketing techniques to design a healthy food advertisement.

RECOMMENDED GRADE LEVEL

Grade 6

This unit is easily adaptable for other grade levels.

LESSON DELIVERY

There are eight standards-based ĀINA In Schools Nutrition Education lessons, which are typically delivered once a month during the school year. Since lessons are often taught by volunteer docents, we have scripted the lessons to ensure consistency, therefore lessons are formatted differently than a traditional lesson plan.



THE ĀINA FOOD GUIDE & EATING “CLOSE TO THE SOURCE”

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: Protective, Energy, Body-Building, Brain and Caution Foods. 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.



A POSITIVE APPROACH

Everyone has their own unique food preferences and interpretation of a “healthy” diet. In delivering nutrition education lessons, we must be mindful that food and diet can be a personal, sensitive topic. Our lessons focus on empowering students to make healthy food choices without labeling foods “good” or “bad.” It is important to keep a positive, non-judgemental attitude and encourage choosing high quality, close to source foods when possible.

CLOSE TO THE SOURCE SNACKS

Each lesson includes a recommended close to the source snack with a recipe and ingredients list. Depending on timing, snacks can be prepared in class with student participation, or made ahead of time. Discuss snack ingredients and allergy considerations with the classroom teacher or appropriate school staff.

PRE & POST UNIT SURVEYS, STUDENT WORKSHEETS, & TAKE HOME LETTERS

Pre and Post Unit Surveys measure student progress related to knowledge, attitudes, and behavior change related to ĀINA Lessons. Each lesson includes a student worksheet and take home letter for students to share with their families. Depending on time, worksheets may be completed in class or assigned as homework. Workbook content can be downloaded at www.kokuahawaiifoundation.org/aina.

LESSON EXTENSIONS

Each lesson has a background information section that includes resources that can be utilized for further reading and lesson extension activities. Every day brings multiple opportunities to practice making healthy food choices.

NEED HELP?

Contact the Kōkua Hawai'i Foundation with any questions or comments about these lessons:

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- (808) 638-5145

‘ĀINA In Schools Nutrition Lessons - Grade 6

Lesson 1	Lesson 2	Lesson 3	Lesson 4
‘ĀINA IS...A Foundation for Good Health	Off to a Great Start!	Label Detectives	Food Choices for Your Environment
SUGGESTED DELIVERY TIMES FOR FALL SEMESTER (3 to 5 weeks apart)			
September	October	November	December
LESSON OVERVIEW			
Key Concepts <ul style="list-style-type: none"> • ‘Āina • ‘ĀINA Food Guide • Protective Foods, Energy Foods, Body-Building Foods, Brain Foods, Caution Foods • Close to the Source Foods 	Key Concepts <ul style="list-style-type: none"> • Balanced Breakfasts • Whole Fruits and Vegetables • Complex Carbohydrates • Minimally Processed Proteins • High Quality Fats 	Key Concepts <ul style="list-style-type: none"> • Caution Foods • Label Reading • Red Flag Ingredients: Hydrogenated Oils, Added Salt, Added Sugars, Artificial Colors and Flavors 	Key Concepts <ul style="list-style-type: none"> • Ahupua‘a • Food Systems • Food Miles • Environmental Impacts of Food Choices • Environmental Stewardship
Introduction Discuss and provide an overview of the ‘ĀINA Food Guide and its five food groups.	Introduction Discuss the importance of eating a balanced breakfast: fuel for the day, clear concentration, and feeling good.	Introduction Discuss how Nutrition Facts Labels and Ingredients Lists give clues to find red flag ingredients.	Introduction Discuss the ahupua‘a system as a food system we can learn from. Describe how our food choices can impact the environment.
Activities: 1) Close to the Source Apple Activity Students determine which foods are closest and farthest from the source. 2) Exploring the ‘ĀINA Food Guide Student teams plan and deliver a presentation about one of five ‘ĀINA Food Groups.	Activities: 1) What is a Balanced Breakfast? Students evaluate pairs of common breakfast foods and determine which is closest to the source. 2) Building a Balanced Breakfast Students create a menu that includes all four elements of a balanced breakfast. 3) Breakfast Parfait Preparation Students make their own breakfast parfaits.	Activities: 1) Identifying Red Flag Ingredients Students discuss red flag ingredients and their health impacts. 2) Comparing Food Labels Students compare ingredient lists of similar food and beverage items to determine which is closer to the source.	Activities: 1) Food System Mapping Students map the journeys of an imported and a locally grown banana, tracking food miles and identifying resources and environmental impacts along the way. 2) Evaluating Food Choices Students evaluate several pairs of similar foods, assigning each an “‘ĀINA Score” based on farming method, food miles, degree of processing, and packaging.
Close to the Source Snack <ul style="list-style-type: none"> • Poi Smoothie 	Close to the Source Snack <ul style="list-style-type: none"> • Breakfast Parfaits 	Close to the Source Snack <ul style="list-style-type: none"> • Whole Grain Crackers with Hummus 	Close to the Source Snack <ul style="list-style-type: none"> • Imported and Local Banana Comparison
Student Worksheets <ul style="list-style-type: none"> • The ‘ĀINA Food Guide 	Student Worksheets <ul style="list-style-type: none"> • Building a Balanced Breakfast 	Student Worksheets <ul style="list-style-type: none"> • Looking for Clues 	Student Worksheets <ul style="list-style-type: none"> • Comparing Food Systems • The ‘ĀINA Score
Take Home Information <ul style="list-style-type: none"> • Lesson Summary • Poi Smoothie Recipe 	Take Home Information <ul style="list-style-type: none"> • Lesson Summary • Breakfast Parfait Recipe 	Take Home Information <ul style="list-style-type: none"> • Lesson Summary 	Take Home Information <ul style="list-style-type: none"> • Lesson Summary • Banana Sorbet Recipe • Plastic Free Hawai‘i Family Activity

‘ĀINA In Schools Nutrition Lessons - Grade 6

Lesson 5	Lesson 6	Lesson 7	Lesson 8
Body Talk	Portion Distortion	Media Blitz, Part 1	Media Blitz, Part 2
SUGGESTED DELIVERY TIMES FOR SPRING SEMESTER (3 to 5 weeks apart)			
January	February	March	April
LESSON OVERVIEW			
Key Concepts <ul style="list-style-type: none"> • The Body Talk Scale: Famished, Hungry, Satisfied, Full, Stuffed • Mindful Eating 	Key Concepts <ul style="list-style-type: none"> • Calories as a Measurement of Food Energy • Recommended Servings • Portion Size • Serving Size 	Key Concepts <ul style="list-style-type: none"> • Food Marketing Techniques • Critical Evaluation of Advertisements 	Key Concepts <ul style="list-style-type: none"> • Food Marketing Techniques • Critical Evaluation of Advertisements
Introduction Discuss the importance of eating when hungry and stopping when satisfied and how to tune into body signals and eat mindfully.	Introduction Discuss how portion size has grown dramatically over the last 30 years and how the amount of food we should eat varies with our age and activity level.	Introduction Discuss various food marketing techniques and how advertisements can influence food choices.	Introduction Summarize what was learned about food marketing techniques in the previous lesson and review the concepts covered throughout the year.
Activities: 1) Body Talk Charades Students act out different feelings on the Body Talk Scale: famished, hungry, satisfied, full, and stuffed. 2) Practicing Mindful Eating Students practice mindful eating by paying special attention to their body signals and to the taste, smell, and texture of their close to the source snack.	Activities: 1) The Calorie Machine Students walk, jog, and sprint to illustrate how the body converts food energy into physical energy and the concept of calories as a measurement of energy. 2) Portion vs. Serving Size Students calculate the actual number of servings and calories in a given portion size of various food items.	Activities: 1) Critical Evaluation of Advertisements Students evaluate several food and drink advertisements and determine the target market and which marketing techniques are being used. 2) Media Blitz Brainstorm Students work in small groups to begin work on their advertisement for a close to the source food. 3) Trail Mix Preparation Students prepare their own close to the source trail mix.	Activities: 1) Final Touches on Ads Student groups complete the advertisements for close to the source foods. 2) Team Presentations Each team presents their food advertisement. Classmates guess the target audience, main message, and which marketing techniques are used in the ad.
Close to the Source Snack <ul style="list-style-type: none"> • Black Bean and Corn Salsa with Whole Grain Tortilla Chips 	Close to the Source Snack <ul style="list-style-type: none"> • Guacamole with Cucumber “Chips” 	Close to the Source Snack <ul style="list-style-type: none"> • Build-Your-Own Trail Mix 	Close to the Source Snack <ul style="list-style-type: none"> • Poi Smoothie
Student Worksheets <ul style="list-style-type: none"> • The Body Talk Hunger Scale 	Student Worksheets <ul style="list-style-type: none"> • Portion Size vs. Serving Size • What is a Serving? Reference Sheet 	Student Worksheets <ul style="list-style-type: none"> • Marketing 101 • Media Blitz Planning & Brainstorm 	Student Worksheets <ul style="list-style-type: none"> • None
Take Home Information <ul style="list-style-type: none"> • Lesson Summary • Black Bean and Corn Salsa Recipe 	Take Home Information <ul style="list-style-type: none"> • Lesson Summary • Guacamole Recipe 	Take Home Information <ul style="list-style-type: none"> • Lesson Summary 	Take Home Information <ul style="list-style-type: none"> • Lesson Summary • ‘ĀINA Recipe Challenge (Can be used anytime during the school year)

ACADEMIC STANDARDS GUIDE: GRADE 6 ALIGNMENT

Hawai‘i Content & Performance Standards III (HCPS III)		
HE.6-8.1.2	Healthy Eating and Physical Activity: Describe short- and long-term effects and consequences of poor nutrition and lack of physical activity	Lessons 1, 2, 3, 5
HE.6-8.1.9	Personal Health and Wellness: Identify choices individuals can make to promote or harm their health	Lessons 1, 2, 3, 4, 5, 6, 7, 8
HE.6-8.2.2	Health Information, Products, and Services Across Topic Areas: Use appropriate sources to access valid health information, products, and services	Lesson 3
HE.6-8.4.1	Factors Influencing Health Across Topic Areas: Explain the influence of internal and external factors on health outcomes	Lessons 6, 7, 8
HE 6-8.6.1	Decision-Making Across Topic Areas: Describe decision-making processes related to health-related decisions	Lessons 3, 4, 5, 6, 7, 8
HE.6-8.6.2	Decision-Making Across Topic Areas: Assess health-related decisions for consequences that affect oneself and others	Lesson 2
HE.6-8.7.1	Advocacy Across Topic Areas: Use effective strategies to influence and support others in making healthful choices	Lessons 7, 8
HE.6-8.7.2	Advocacy Across Topic Areas: Use appropriate methods to communicate accurate health information and ideas	Lessons 7, 8
LA.6.6.3	Discussion and Presentation: Give short prepared oral presentations to inform and persuade	Lessons 1, 7, 8
LA.6.6.9	Media Comprehension and Interpretation: Describe a variety of messages conveyed by visual media	Lessons 7, 8
LA.6.7.2	Clarity: Use appropriate verbal and nonverbal language for various purposes and audiences	Lessons 7, 8
MA.6.3.1	Use estimation prior to computing with fractions and decimals and compare the estimation to the actual result	Lesson 6
SC.6.6.3	Explain how energy can change forms and is conserved	Lesson 5

ABOUT 'ĀINA IN SCHOOLS

'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. In addition to encouraging the use of locally grown fruits and vegetables in school meals and snacks, the program includes standards-based nutrition, garden, and compost curricula that empower children to grow their own food, make informed food decisions, and reduce waste. 'ĀINA In Schools also provides 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.



PUBLISHING INFORMATION

The 'ĀINA In Schools curriculum includes Nutrition Education, Garden-Based Learning, and Waste Reduction lessons for kindergarten through sixth grade students.

All 'ĀINA In Schools curriculum and materials are property of the Kōkua Hawai'i Foundation and are distributed to trained educators for use at schools participating in the 'ĀINA In Schools program. The curriculum and materials may be reproduced for individual classroom use by schools participating in the 'ĀINA In Schools program or by registered users approved by the Kōkua Hawai'i Foundation. Reproduction of the curriculum and materials is not permitted by unregistered users without the express written consent of the Kōkua Hawai'i Foundation.

The registration and training process helps Kōkua Hawai'i Foundation to gather educator feedback on the curriculum and to document how many children and schools are being reached through the lessons. Visit our website to become a registered user, sign up for trainings, and gain access to all Kōkua Hawai'i Foundation curriculum and resource guides. If you receive a copy of the curriculum via other means, we ask that you please email aina@kokuahawaiifoundation.org to share your plan for use of the materials. Please direct questions about the 'ĀINA In Schools program and curriculum to aina@kokuahawaiifoundation.org.

MAHALO

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