

# Teacher's Guide

## Oregon Edition



# NUTRITION IN A BOX



# Nutrition In A Box: Teacher's Guide

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# Nutrition In A Box: Teacher's Guide

## Visual Guides: Icons

### Nutrition Icons



Fruits



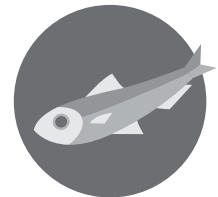
Vegetables



Grains



Dairy



Protein



Oils & Fats



Snacks



Home Plate

### Lesson Material Icons



Worksheet



Activity



Discussion



Handout



Table Card



Vocabulary



Nutrition Cards



Poster



Supplies



Resources

# Nutrition In A Box: Teacher's Guide

## Welcome to Nutrition In A Box

Nutrition In A Box is designed as a self-contained curriculum to provide food, nutrition and physical activity knowledge and skills sets for students in middle school grades. All materials are available for free in digital format. The curriculum includes this teaching guide, as well as handouts, worksheets, games, posters and vocabulary lists for each lesson. There are four lesson sets in Nutrition In A Box.

Lesson 1: Power Foods — Vegetables, Fruits & Grains

Lesson 2: Build Foods — Protein & Dairy

Lesson 3: The Balance Game — Portions, Sugars & Fats

Lesson 4: Taking Charge of Choices

## The Importance of Nutrition

Nutrition In A Box addresses the need to integrate nutrition into the curriculum for children ages 10-14. Today's students face an increasing number of nutrition challenges, including fragmented eating habits, marketing of unhealthy food products, poor food choices, obesity, food insecurity and disordered eating. Students require skills to navigate an unhealthy food environment that features an abundance of food and beverage products that are high in calories, but lacking in nutrients.

Education is one key factor for creating a new culture of health that promotes intake of healthy, whole foods and enjoyable physical activity. Perhaps the best case for educating students about healthy eating behavior through such programs as Nutrition In A Box is the immediate effect it has on learning and development.

A student who is hungry or poorly nourished is not ready to learn. Practicing healthy nutrition habits helps students become better learners of all subjects.

## Nutrition In A Box Objectives

The nutrition principles taught in this curriculum mirror the current USDA Dietary Guidelines. A strong research basis exists for using the Dietary Guidelines for Americans (DGA) and the MyPlate food guidance system in schools. The DGA and MyPlate are evidence-based and reviewed/revised every five years by a scientific panel. The DGA and MyPlate are also the widely accepted foundation for health education standards in U.S. schools. Nutrition In A Box also is structured to support many of the Health Education Standards in the Food, Nutrition & Physical Activity strand.

# Nutrition In A Box: Teacher's Guide

## Oregon Health Standards

Oregon Department of Education Health Education directs eight standards in K-12 schools. Nutrition In A Box (NIAB) focuses on Standard 4: Food, Nutrition & Physical Activity. NIAB is designed for students in sixth through eighth grade, as well as high school, to supplement their health education curriculum.

## Oregon Health Standards for Middle School (Grade 6 - 8)

Nutrition In A Box supports the following grades 6 - 8 standards shown in **bold**.

### **Middle School Grade 6 Health Standard #4: Food, Nutrition, and Physical Activity (FNP)**

- 6.FNP.1 Compare and contrast foods grown and produced in the United States and other countries.**
- 6.FNP.2 Explain why it is important to respect different nutrition choices based on culture, needs, and preferences.**
- 6.FNP.3 Analyze how internal and external influences can affect decisions about eating and physical activity.**
- 6.FNP.4 Identify the six categories of nutrients and explain why each of them are important to the body.**
- 6.FNP.5 Discuss the physical and mental impacts of missing, skipping meals, or 'fad' dieting.**
- 6.FNP.6 Identify intuitive eating practices that can increase a person's healthy relationship with food, and lower the risk for restrictive, excessive and compulsive food intake.**
- 6.FNP.7 Analyze benefits of regular physical activity to promote health.**
- 6.FNP.8 Describe safe food handling to prevent illness.**

## Oregon Department of Education

### **QUICK LINK:**

**Oregon Education Resources:** [oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx](https://oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx)

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## Oregon Health Standards for High School (Grades 9-12)

Nutrition In A Box supports the following high school standards shown in **bold**.

### High School Health Standard #4: Food, Nutrition, and Physical Activity (FNP)

HS.FNP.1 Analyze the political, economic, social, and environmental factors that influence our current food system.

**HS.FNP.2 Plan or prepare a balanced meal with nutrient-rich basic ingredients.**

**HS.FNP.3 Evaluate the physical, emotional, and mental impacts of missing or skipping meals and “fad” dieting.**

**HS.FNP.4 Explain the importance of drinking water and limiting sugar sweetened beverages and its effect on health.**

**HS.FNP.5 Create a personal short- and long-term goal that incorporates nutritious eating, hydration, and physical activity as a daily part of life based on personal, cultural, and community influences.**

**HS.FNP.6 Describe how to make nutritious food and beverage choices at home, school, and when dining out.**

**HS.FNP.7 Analyze how people from all cultures and backgrounds are connected by their use of and shared experiences around food.**

**HS.FNP.8 Analyze the influences of family, peers, school, community, culture, and social norms on personal values and beliefs about food choices and physical activity.**

HS.FNP.9 Describe the requirements necessary for obtaining a food-handlers card.

**HS.FNP.10 Identify policies, practices, and resources that support access to nutritious food, clean water, and accessible places for physical activity.**

## Flexible Teaching Modules

- **Full classroom teaching sessions:** present materials on a screen and conduct class discussions
- **Small breakout groups:** organize students in small groups to explore the information and activities together.
- **Themed Activity Stations:** present the hands-on activities in designated areas for students to visit and engage.
- **Individual Instruction:** print out the activity sheets and other materials for individual and graded assignments.



# Nutrition In A Box: Teacher's Guide

## About the Nutrition In A Box Content Creators

### **OHSU Moore Institute for Nutrition & Wellness**

The OHSU Bob and Charlee Moore Institute for Nutrition & Wellness works to reduce the prevalence of chronic diseases across the lifespan in current and future generations by promoting healthy, nutrient-rich diets based on wholesome foods. The scientific cornerstone of the Moore Institute is a field of science known as the Developmental Origins of Health and Disease, or DOHaD. This research illuminates the vital relationship between maternal prenatal diet, fetal health and adult onset disease. In simple terms, the nutrition we receive during development in the womb and the first years of life has a direct impact on our lifelong risk of developing chronic diseases like obesity, diabetes and heart disease.

The Moore Institute believes that educating children and young adults about the importance of eating healthy foods will have a direct impact on the health of this generation and the next. Curriculum development and the promotion of nutrition education is one way the Moore Institute works to translate the science of DOHaD and spread the message of the importance of nutrition throughout life.

More information about the OHSU Moore Institute can be found at:  
[ohsu.edu/mooreinstitute](https://ohsu.edu/mooreinstitute)

### **Connie Liakos Evers, MS, RDN, CSSD**

Connie is a registered dietitian nutritionist and a board-certified sports science dietitian. She works as a nutrition education consultant to schools, universities and USDA child nutrition programs. She makes frequent media appearances, is a popular speaker and is active in social media. For more information about Connie's work, visit: [nutritionforkids.com](https://nutritionforkids.com).

### **MIKE Program**

MIKE Program is a nonprofit organization which provides mentored health education to youth, especially in underserved communities. MIKE provides opportunities for youth to increase their potential to be healthier, expand their options for careers in healthcare, and advocate for themselves and their communities. MIKE partners with schools and other social entities to expand the opportunities for youth to succeed, by collaborating with teachers and counselors at schools to develop relevant and beneficiary programming and experiences that enhance student performance, attendance and their mental health. MIKE also provides activities for youth to connect with healthcare and other professionals in their communities to help them explore new career opportunities. For more information about MIKE, visit: [mikeprogram.org](https://mikeprogram.org).



# Nutrition In A Box: Teacher's Guide

## What's in the Box?

Besides this guide, the box contains printed materials for Lessons 1-4 including:

- Lesson Activity Sheets
- Lesson Worksheets
- Lesson Handouts
- Lesson Tablecards
- 2 Flip-Top Card Games
- Nutrition Facts Cards



## Materials Listing

The following items can be used with lesson modules or as optional hands-on activity stations, depending upon your classroom capacity.

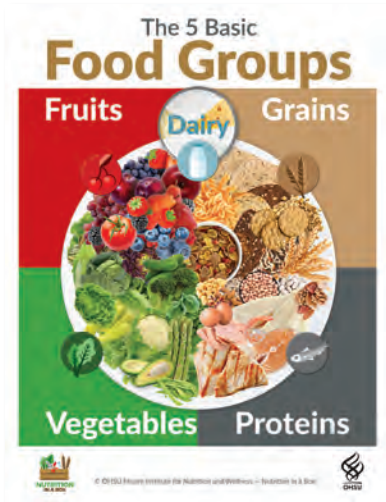
- Measuring spoons
- Dry-item and/or liquid measuring cups
- Plastic bowls
- Set of Nutrition Facts Cards
- PDF of all printable materials
- Grain grinder
- Food scale
- Electronic version of all printable materials
- Teacher's Guide





# Nutrition In A Box: Teacher's Guide

## How to Use the Materials in Lesson Plans

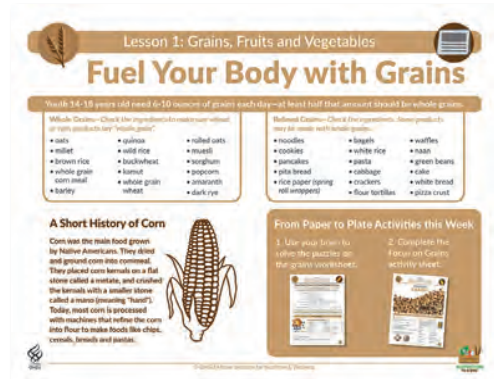


1

Present the “5 Food Groups” poster to the class. If you have printed hand-out versions (letter-size), hand those out to the students.

2

Introduce the module with the lesson module tablecard. Use the printed version on a table or show the digital version on a screen.

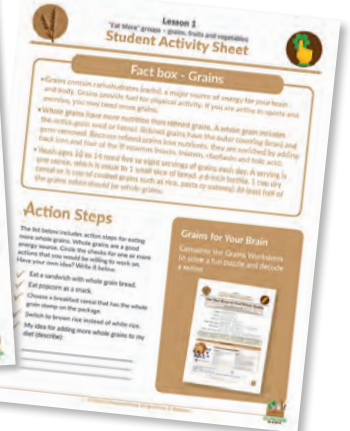
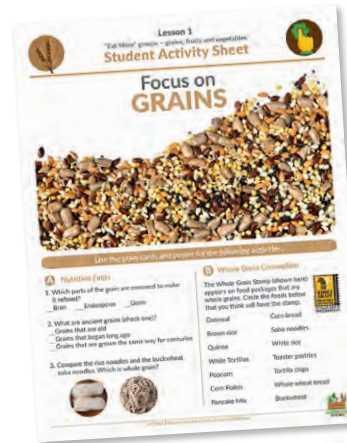
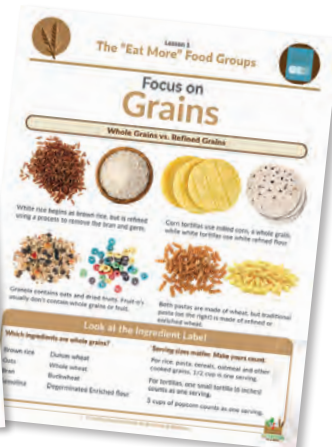
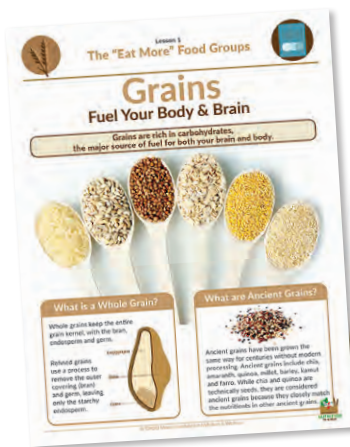


3

Introduce the lesson module handout (some are printed on two sides). Direct discussions about the information on the front, then proceed with the back.

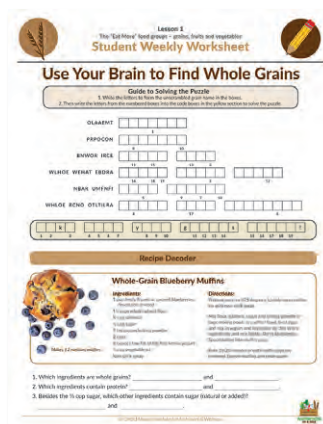
4

Direct your students to work on the activity sheet in groups or individually.



5

If there's class time, direct students to the worksheet (some are single pages, and others are front-back). Or, use the worksheet for a homework or extra-credit assignment.



6

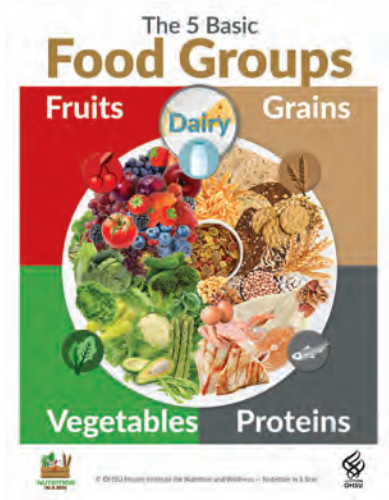
Depending on student access to the internet, introduce students to the designated section on the MyPlate website: [myplate.gov](http://myplate.gov)



# Nutrition In A Box: Teacher's Guide

## How to Use the Materials in Activity Stations

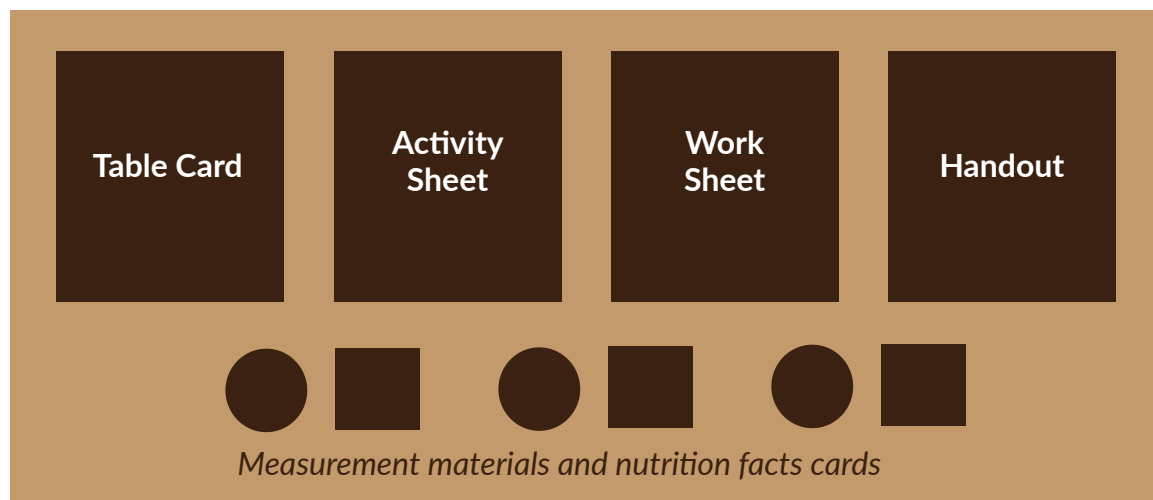
- 1 Place the "5 Food Groups" poster prominently in the classroom.



- 2 Introduce the module with the lesson module tablecard. Place the printed table tent version on a table.



Example of a station setup



Student flow

- 3 Assign a student table captain or guide small groups of students through the station.
- 4 Depending on how you wish to use the materials as graded work, direct students to take each of the various printed sheets to work on the tasks and answers in groups or individually.

# Lesson 1

# Power Foods



**NUTRITION**  
**IN A BOX**



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## Lesson 1: Power Foods — Vegetables, Fruits & Grains

**Lesson 1** introduces three food groups that “power up” the body. Most Americans of all ages do not eat enough of the foods in these three groups. Nutrition In A Box emphasizes the nutrition facts about these foods, recommended daily amounts, and offers ways to include more of them in our daily diets.



**Vegetables:** categorized by MyPlate, the five subgroups include dark green vegetables, red & orange vegetables, legumes (dried beans and peas), starchy vegetables and all other vegetables. Vegetables are packed with many nutrients (and phytonutrients) that are important for good health such as vitamins A and C, folate, potassium, magnesium, iron and fiber. These subgroup classifications serve as a guide when choosing vegetables with different nutritional properties.



**Fruits:** categorized by MyPlate, the four subgroups include berries, melons, 100% fruit juices and all others. Fruits contain several important nutrients including vitamins A and C, folate, potassium and fiber. In addition to the variety of fruits available, you'll explore products that pose as fruit (fruit imposters), but actually contain very little fruit. See Lesson 3 for more in-depth exploration into sugar and other artificial ingredients.



**Grains:** categorized by MyPlate, the two subgroups include whole grains and refined grains. Grains are loaded with carbohydrates, the body's main source of energy. Whole grains include the entire grain kernel, resulting in food that is more fiber and nutrient dense than refined grains. Important nutrients found in grains include fiber, B vitamins and iron.

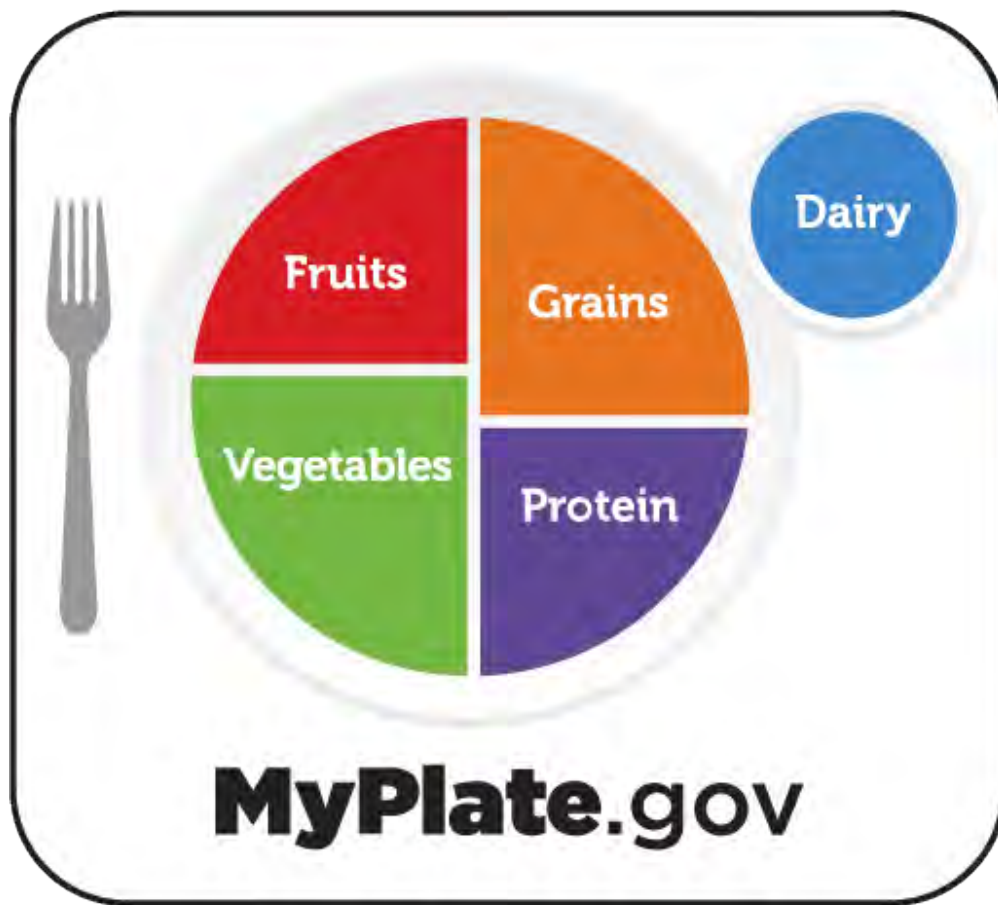
# Nutrition In A Box: Teacher's Guide

## Lesson 1 Objectives

With this lesson, students will be able to:

- Recognize the three food groups in the MyPlate guide: fruits, vegetables and grains.
- Identify the subgroups within fruits and vegetables.
- Identify the difference between a whole and refined grains.
- Explain some of the important nutrients in fruits, vegetables and grains.
- Evaluate the benefits of eating fruits and vegetables.
- Develop strategies for including more servings of fruits, vegetables and whole grains in a daily diet.

Link to the USDA MyPlate: [myplate.gov](https://myplate.gov)





# Nutrition In A Box: Teacher's Guide

## Lesson 1 Table Cards

Table cards contain information about each designated food group to help students understand what makes up each food group. The table cards are designed to serve a number of objectives:

- Introduce the nutrition topic to students
- Help engage students in discussions
- Guide students in the materials provided for each food group.

How to use the table cards:

- Print out copies for students
- Present as an overhead slide
- Upload the PDF to a student resource portal
- The “print and folded” version can be used as a table prop for presenting some foods within the specific food group.

**Lesson 1: Grains, Fruits and Vegetables**

### Pick Your Fruits

Youth 14-18 years old need about two cups of fruit each day. There are four Fruit Subgroups.

Berries	Melons	Other Fruits	100% Fruit Juice
<ul style="list-style-type: none"> <li>• strawberry</li> <li>• blueberry</li> <li>• raspberry</li> <li>• acai berry</li> <li>• cranberry</li> <li>• goji berry</li> <li>• kiwi fruit</li> </ul>	<ul style="list-style-type: none"> <li>• cantaloupe</li> <li>• watermelon</li> <li>• honeydew</li> <li>• casaba</li> <li>• gala</li> <li>• crenshaw</li> <li>• hami</li> </ul>	<ul style="list-style-type: none"> <li>• apple</li> <li>• banana</li> <li>• orange</li> <li>• peach</li> <li>• plum</li> <li>• grape</li> <li>• star fruit</li> <li>• cherry</li> <li>• clementine</li> <li>• pear</li> <li>• papaya</li> <li>• pomegranate</li> <li>• cherimoya</li> <li>• mango</li> </ul>	<ul style="list-style-type: none"> <li>• orange juice</li> <li>• apple juice</li> <li>• cranberry juice</li> <li>• pomegranate juice</li> <li>• grape juice</li> <li>• pineapple juice</li> <li>• grapefruit juice</li> </ul>

**Discussion Questions:**

- There are many more fruits in each subgroup. How many more can you name?
- Which is your favorite fruit in each subgroup?
- Which ways can you serve fruit?
  - Fresh
  - Frozen
  - Pureed
  - Dried
  - Sliced
  - Cooked
 You can also add fruit to:
  - Smoothies
  - Yogurt
  - Cereal
  - Trail mix
  - Salads
  - Oatmeal

**From Paper to Plate Activities this Week**

- Track the servings of fruits you eat with the Fruit & Vegetable Weekly Tracker sheet for one week.
- Complete the Focus on Fruits activity sheet.

Check the Whole Fruits Handout for more ideas!

**Lesson 1: Grains, Fruits and Vegetables**

### Vary Your Vegetables

There are five Vegetable Subgroups. Here are the serving amounts and some of the vegetables for each group.

Dark Green Vegetables	Red & Orange Vegetables	Dry Beans & Peas	Starchy Vegetables	Other Vegetables
1 ½ cups each week	5 ½ cups each week	1 ½ cups each week	5 cups each week	4 cups each week
<ul style="list-style-type: none"> <li>• romaine lettuce</li> <li>• bok choy</li> <li>• cilantro</li> <li>• mustard greens</li> <li>• kale</li> <li>• broccoli</li> </ul>	<ul style="list-style-type: none"> <li>• red/orange bell peppers</li> <li>• tomatoes</li> <li>• carrots</li> <li>• pumpkin &amp; squash</li> <li>• sweet potatoes</li> </ul>	<ul style="list-style-type: none"> <li>• beans (black, pinto)</li> <li>• lentils</li> <li>• chickpeas (garbanzo)</li> <li>• mung beans</li> <li>• black-eyed peas</li> <li>• edamame</li> </ul>	<ul style="list-style-type: none"> <li>• potatoes</li> <li>• yams</li> <li>• green peas</li> <li>• water chestnuts</li> <li>• cassava</li> </ul>	<ul style="list-style-type: none"> <li>• asparagus</li> <li>• cucumber</li> <li>• green beans</li> <li>• cabbage</li> <li>• snow peas</li> <li>• tomatillos</li> </ul>

**Discussion Questions:**

- There are many more vegetables in each subgroup. How many more can you name?
- Which is your favorite vegetable in each subgroup?
- Name a vegetable for each part of a plant.
  - Root:
  - Tuber:
  - Bulb:
  - Stem:
  - Leaf:
  - Flower:

**From Paper to Plate Activities this Week**

- Track the servings of vegetables you eat with the Fruit & Vegetable Weekly Tracker sheet for one week.
- Complete the Focus on Vegetables activity sheet.

Check the Vegetable Handout for the answers!

**Lesson 1: Grains, Fruits and Vegetables**

### Fuel Your Body with Grains

Youth 14-18 years old need 6-10 ounces of grains each day—at least half that amount should be whole grains.

Whole Grains—Check the ingredients to make sure wheat or other products say “whole grain”:	Refined Grains—Check the ingredients. Some products may be made with whole grains.
<ul style="list-style-type: none"> <li>• oats</li> <li>• millet</li> <li>• brown rice</li> <li>• whole grain corn meal</li> <li>• barley</li> <li>• quinoa</li> <li>• wild rice</li> <li>• buckwheat</li> <li>• kamut</li> <li>• whole grain wheat</li> <li>• rolled oats</li> <li>• muesli</li> <li>• sorghum</li> <li>• popcorn</li> <li>• amaranth</li> <li>• dark rye</li> </ul>	<ul style="list-style-type: none"> <li>• noodles</li> <li>• cookies</li> <li>• pancakes</li> <li>• pita bread</li> <li>• rice paper (spring roll wrappers)</li> <li>• bagels</li> <li>• white rice</li> <li>• pasta</li> <li>• cabbage</li> <li>• crackers</li> <li>• flour tortillas</li> <li>• waffles</li> <li>• naan</li> <li>• green beans</li> <li>• cake</li> <li>• white bread</li> <li>• pizza crust</li> </ul>

**A Short History of Corn**

Corn was the main food grown by Native Americans. They dried and ground corn into cornmeal. They placed corn kernels on a flat stone called a metate, and crushed the kernels with a smaller stone called a mano (meaning “hand”). Today, most corn is processed with machines that refine the corn into flour to make foods like chips, cereals, breads and pastas.

**From Paper to Plate Activities this Week**

- Use your brain to solve the puzzles on the grains worksheet.
- Complete the Focus on Grains activity sheet.

## Table Card Prompts:

Guide discussions for the entire class or within student groups:

- **Discussion Question:** Survey the amount of foods students typically eat of each food group
- **Discussion Question:** What traditions or customs are used in selecting and preparing these foods?
- **Discussion Question:** Which foods from each food group do students typically eat? Which foods from each food group are unfamiliar? Where do you think they are popular?



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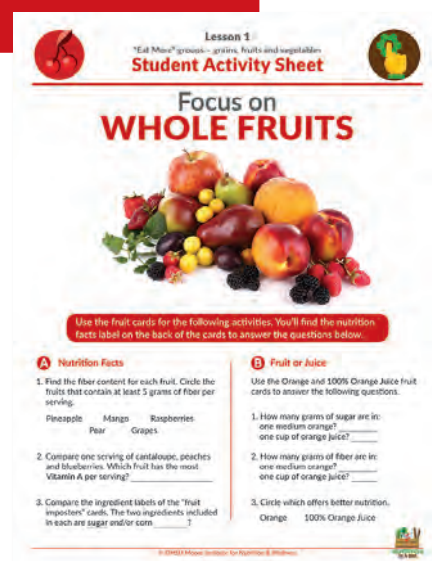
## Fruit Activity Sheet: Answers, Page 1

### A Nutrition Facts

1. Find the fiber content for each fruit. Circle the fruits that contain at least 5 grams of fiber per serving.

Pineapple      Mango      Raspberries  
Pear      Grapes

2. Compare one serving of cantaloupe, peaches and blueberries. Which fruit has the most Vitamin A per serving? cantaloupe
3. Compare the ingredient labels of the "fruit imposters" cards. The two ingredients included in each are sugar and/or corn syrup?



### B Fruit or Juice

Use the Orange and 100% Orange Juice fruit cards to answer the following questions.

1. How many grams of sugar are in:  
one medium orange? 12 grams  
one cup of orange juice? 22 grams
2. How many grams of fiber are in:  
one medium orange? 3 grams  
one cup of orange juice? 0 grams
3. Circle which offers better nutrition.  
Orange      100% Orange Juice

## Other Lesson Ideas

- **Full classroom:** Discuss where fruits are grown in the community. Which fruits are grown in other countries? What seasons are best for fruit?
- **Small breakout groups:** organize students in groups to explore nutrition facts about one of the four fruit subgroups and report their findings back to the class.
- **Individual experiences:** Engage students in a discussion about a favorite or popular fruit in their family or home. What is its significance?

# Nutrition In A Box: Teacher's Guide



## Lesson 1 Module: Fruits

### Fruit Handout: Answers, Page 2



Compare the nutrition labels of the fruit snacks, then answer the questions below.

#### Fruit Snack A

Nutrition Facts	
Servings per Container 6	
<b>Serving Size</b>	<b>1 Pouch (22g)</b>
40 Servings Per Box	
<b>Calories</b>	<b>70</b>
% Daily Value*	
<b>Total Fat</b> 0g	17%
Saturated Fat 1.5g	8%
<b>Cholesterol</b> 0g	0%
<b>Sodium</b> 20mg	1%
<b>Total Carbohydrate</b> 17g	6%
Dietary Fiber <1g	0%
Total Sugars 10g	
Includes 8g Added Sugars	16%
<b>Protein</b> 1g	2%
Vitamin A 230mcg	25%
Vitamin C 23mg	25%
Vitamin E 3.68mg	25%
Not a significant source of saturated fat, trans fat, cholesterol, dietary fiber, vitamin D, calcium, iron, and potassium.	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

#### Fruit Snack B

Nutrition Facts	
Servings per Container 12	
<b>Serving Size</b>	<b>1 Pouch (8.5g)</b>
24 Servings Per Container	
<b>Calories</b>	<b>20</b>
% Daily Value*	
<b>Total Fat</b> 0g	0%
Saturated Fat 1.5g	0%
Trans Fat 0g	0%
<b>Cholesterol</b> 0g	0%
<b>Sodium</b> 10mg	0%
<b>Total Carbohydrate</b> 6g	2%
Dietary Fiber <1g	3%
Total Sugars 5g	
Includes 0g Added Sugars	0%
<b>Protein</b> 0g	0%
Vitamin D 0mcg	0%
Calcium 1mg	0%
Iron 0mg	0%
Potassium 41mg	0%
Not a significant source of saturated fat, trans fat, cholesterol, dietary fiber, vitamin D, calcium, iron, and potassium.	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

#### Fruit Snack C

Nutrition Facts	
Servings per Container 12	
<b>Serving Size</b>	<b>1 Bar (40g)</b>
Servings Per Container 12	
<b>Calories</b>	<b>45</b>
% Daily Value*	
<b>Total Fat</b> 0g	0%
Saturated Fat 1.5g	0%
Trans Fat 0g	0%
Polyunsaturated Fat 4g	
Monounsaturated Fat 7g	
<b>Cholesterol</b> 0g	0%
<b>Sodium</b> 0mg	0%
<b>Total Carbohydrate</b> 12g	4%
Dietary Fiber <1g	3%
Total Sugars 10g	
Includes 4g Added Sugars	8%
<b>Protein</b> 1g	4%
Vitamin D 0mcg	0%
Calcium 20mg	2%
Iron 0.2mg	6%
Potassium 90mg	2%
Not a significant source of saturated fat, trans fat, cholesterol, dietary fiber, vitamin D, calcium, iron, and potassium.	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

1. Which nutrient found in fresh fruits is nearly missing in all three fruit snacks? Fiber

3. Which fruit snack has the most added sugar? Fruit Snack C

2. Which fact affects the calorie counts in each fruit snack? Serving size

## Fruit & Vegetable Weekly Tracker Sheet

1. Assign students the weekly tracker sheet.
2. Direct students to bring the tracker to class on your assignment day.
3. In class, direct students in conversation about challenges in tracking what they eat, availability of fruits and vegetables, how easy or difficult it was to get the recommended amounts, what they like and don't like and how the process helped them to focus on their intake of these foods. Ask students to offer ideas on how they would increase their intake of fruits and vegetables.



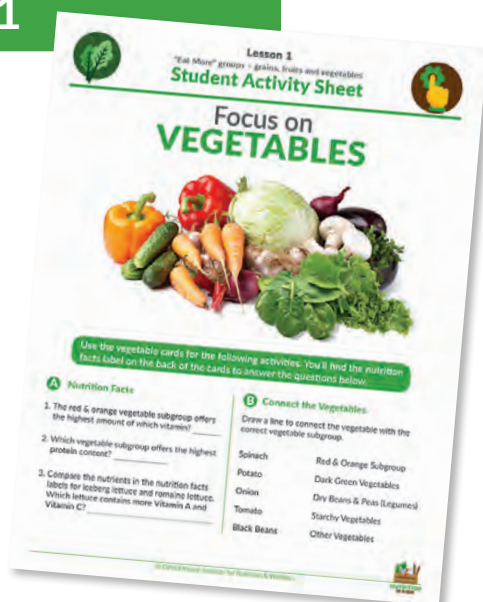
# Nutrition In A Box: Teacher's Guide



## Vegetables Activity Sheet: Answers, Page 1

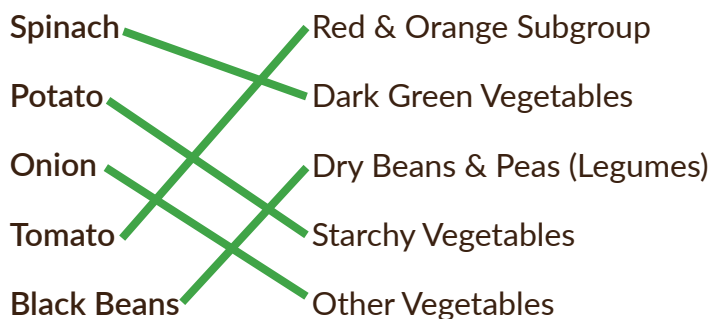
### A Nutrition Facts

1. The red & orange vegetable subgroup offers the highest amount of which vitamin? Vitamin C
2. Which vegetable subgroup offers the highest protein content? Beans, Peas & Lentils
3. Compare the nutrients in the nutrition facts labels for iceberg lettuce and romaine lettuce. Which lettuce contains more Vitamin A and Vitamin C? Romaine Lettuce



### B Connect the Vegetables

Draw a line to connect the vegetable with the correct vegetable subgroup.



### C Action Steps

Student choice. Check for responses.

## Other Lesson Ideas

- **Full classroom:** Discuss where vegetables are grown in the community. How do vegetables make it from farm to home?
- **Small breakout groups:** organize students in groups to explore nutrition facts about one of the five vegetable subgroups and report their findings back to the class.
- **Individual experiences:** Engage the class in a discussion about a favorite or popular vegetable in their family or home. What is its significance?



# Nutrition In A Box: Teacher's Guide



## Lesson 1 Module: Vegetables

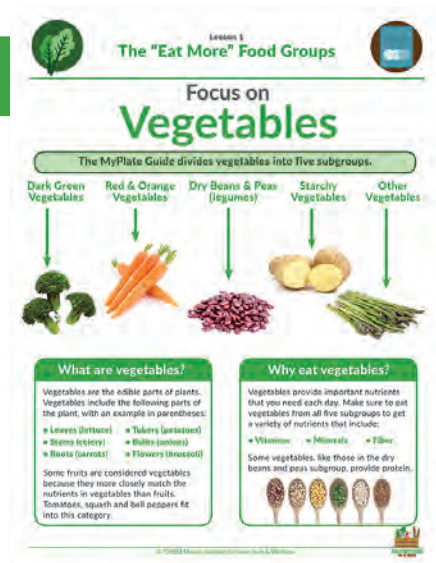
### Vegetables Handout: Answers, Page 2

#### Green Leafy Vegetables:

- romaine lettuce
- spinach
- broccoli
- cilantro
- collard greens
- bok choy

#### Other Vegetables:

- cucumber
- celery
- avocado
- asparagus
- cauliflower
- onion
- cabbage



#### Starchy Vegetables:

- potato
- jicama
- corn

#### Red & Orange Vegetables:

- red bell pepper
- sweet potato
- pumpkin
- tomato

#### Beans, Peas & Lentils:

- pinto beans
- lentils
- chickpeas
- black-eyed peas

### Fruit & Vegetable Weekly Tracker Sheet

1. Continue with the weekly tracker sheet introduced in the Fruit segment.
2. Direct students to bring the tracker to class on your assignment day.
3. In class, direct students in conversation about challenges in tracking what they eat, availability of fruits and vegetables, how easy or difficult it was to get the recommended amounts, what they like and don't like and how the process helped them to focus on their intake of these foods. Ask students to offer ideas on how they would increase their intake of fruits and vegetables.





# Nutrition In A Box: Teacher's Guide



## Lesson 1 Module: Grains

### Grains Activity Sheet: Answers, Page 1

#### A Nutrition Facts

1. Which parts of the grain are removed to make it refined?

X Bran       Endosperm    X Germ

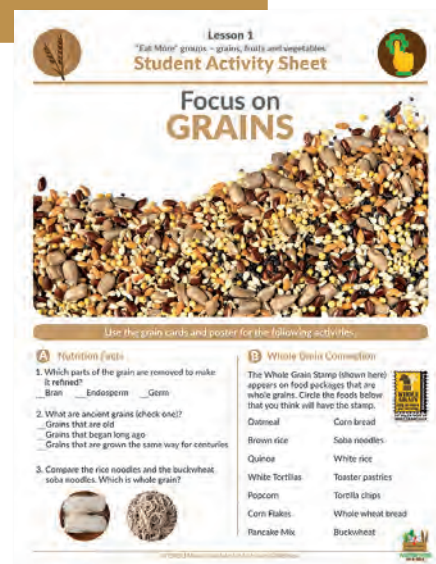
2. What are ancient grains (check one)?

   Grains that are old

   Grains that began long ago

X Grains that are grown the same way for centuries

3. Compare the rice noodles and the buckwheat soba noodles. Which is whole grain? soba noodles



#### B Whole Grain Connection

The Whole Grain Stamp (shown here) appears on food packages that are whole grains. Circle the foods below that you think will have the stamp.

Oatmeal

Popcorn

Corn bread

Tortilla chips

Brown rice

Corn Flakes

Soba noodles

Whole wheat bread

Quinoa

Pancake mix

White rice

Buckwheat

White Tortillas

Toaster pastries

### Grains Handout: Answers, Page 2

Circle the ingredients that are whole grains.

Brown rice

Durum wheat

Oats

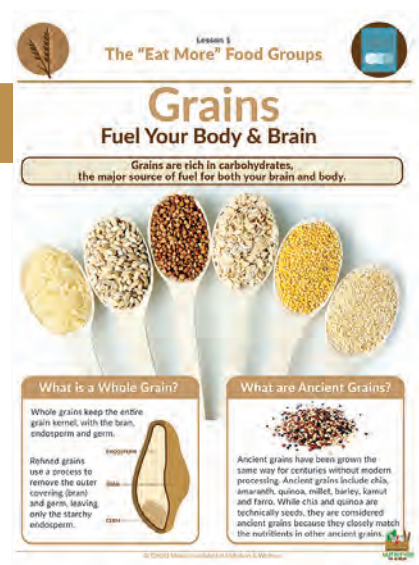
Whole wheat

Bran

Buckwheat

Semolina

Degerminated Enriched flour



# Nutrition In A Box: Teacher's Guide



## Grains Worksheet: Answers, Page 1

### Unscrambled Words

OLAAEMT = **OATMEAL**

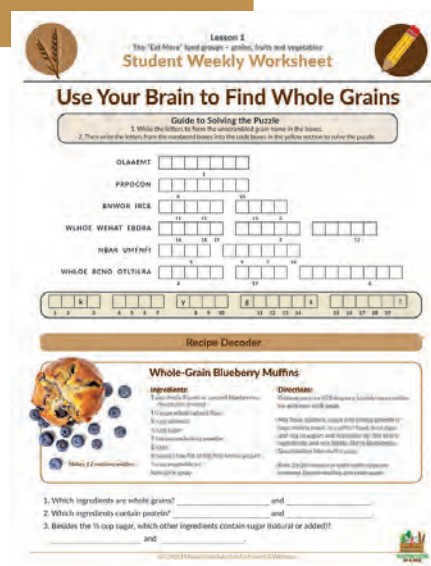
PRPOCON = **POPCORN**

BNWOR IRCE = **BROWN RICE**

WLHOE WEHAT EBDRA = **WHOLE WHEAT BREAD**

NBAR UMFNFI = **BRAN MUFFIN**

WHLOE RCNO OTLTILRA = **WHOLE CORN TORTILLA**



### Unscrambled Message

MAKE HALF YOUR GRAINS WHOLE!

### Recipe Decoder: Blueberry Muffins

1. Which ingredients are whole grains? **whole wheat flour** and **oats**.
2. Which ingredients contain protein? **eggs** and **lemon yogurt**.
3. Besides the  $\frac{1}{2}$  cup sugar, which other ingredients contain sugar (natural or added)? **blueberries (natural sugar)** and **lemon yogurt (added sugar)**.

## Other Lesson Ideas

- **Full classroom:** Discuss where grains are grown in the community and/or state. Which grains are most popular in the U.S., and in other countries? Why are grains a "food staple" in many cultures?
- **Small breakout groups:** organize students in groups to explore nutrition facts about one type of grain and report their findings back to the class.
- **Individual experiences:** Engage students in a discussion about a favorite or popular grain in their family or home. What is its significance?

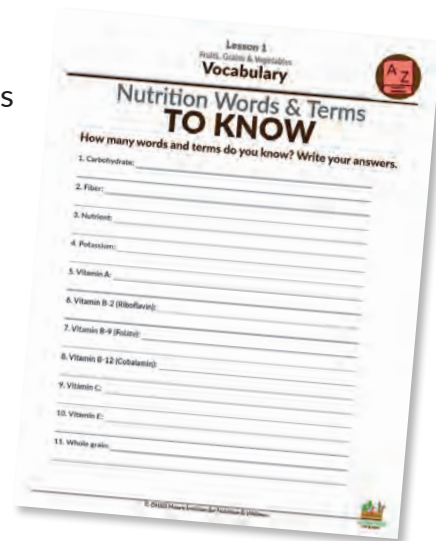


# Nutrition In A Box: Teacher's Guide



## Lesson 1 Vocabulary

A Student Vocabulary Lesson 1 sheet is provided for printing for students to complete individually, or refer to this list to quiz students in groups.



**1. Carbohydrate:** A macronutrient that is the body's major source of energy.

**2. Fiber:** An indigestible carbohydrate that promotes healthy digestion.

**3. Nutrient:** A substance the body needs to live, grow and stay healthy.

**4. Potassium:** A mineral that helps maintain heart beat, regulates body fluids and helps nerves and muscles function.

**5. Vitamin A:** The two main forms of Vitamin A are preformed retinol and proformed carotenoids. This vitamin supports vision, skin, immune system, organ function and reproduction.

**6. Vitamin B-2 (Riboflavin):** Riboflavin helps process carbohydrates into energy, and supports cell development and functions.

**7. Vitamin B-9 (Folate):** Folate (including folic acid) helps make DNA and other genetic material.

**8. Vitamin B-12 (Cobalamin):** Vitamin B-12 promotes healthy nerve and blood cells and helps makes DNA.

**9. Vitamin C:** Helps hold cells together, heals cuts and broken bones, processes protein, and helps fight infection.

**10. Vitamin E:** Vitamin E is an antioxidant that supports immune functions, and limits the damage of free radicals in the body. It also helps keep blood from clotting inside blood vessels.

**11. Whole grain:** A food product made from the entire grain kernel or seed (including bran, germ and endosperm).



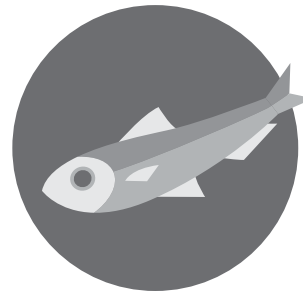
# Nutrition In A Box: Teacher's Guide

## Lesson 2

# Build Foods



**NUTRITION**  
**IN A BOX**



# Nutrition In A Box: Teacher's Guide

## Lesson 2: Build Foods – Protein & Dairy

**Lesson 2** introduces two food groups that “build” the body: protein and dairy. This lesson also highlights the importance of physical activity as part of a healthy routine. Nutrition In A Box emphasizes the nutrition facts about these foods, recommended daily amounts, and offers ways to include healthier options in a daily diet.



**Protein:** Categorized by MyPlate, protein is divided into seven subgroups: meats, poultry, seafood, eggs, soy, the nuts and seeds subgroup, and legumes (the beans, peas and lentils) subgroup. Protein is a macronutrient, made from 20 amino acids. The body can't store protein, so that's why it's important to get enough each day.



**Dairy:** categorized by MyPlate, dairy is divided into four subgroups: milk, dairy alternatives, yogurt and cheese. Dairy provides important nutrients, including calcium. Many dairy foods and beverages are also included in the protein group, because they provide protein.

## Lesson 2 Table Cards



**Lesson 2: Protein and Dairy**

### Power up with Protein

**Protein Sources – How Do They Compare?**

Animal-Based—Proteins from animals provide all nine essential amino acids we need to be healthy. Here are the animal-based foods with the most protein:	Plant-Based—You can also find protein in some other food groups. Dairy, grains and vegetables can have protein. Here's a list of the plant-based whole foods with the most protein:
<ul style="list-style-type: none"><li>• chicken</li><li>• turkey</li><li>• beef (lean)</li><li>• pork</li><li>• ground beef</li><li>• salmon</li><li>• halibut</li><li>• tilapia</li><li>• tuna fish</li><li>• eggs</li><li>• shrimp</li><li>• lamb</li></ul>	<ul style="list-style-type: none"><li>• beans</li><li>• lentils</li><li>• nuts</li><li>• seeds</li><li>• quinoa</li><li>• tofu</li><li>• edamame</li><li>• seaweed</li><li>• broccoli</li><li>• green peas</li><li>• nut butters</li><li>• chickpeas</li></ul>

**What's Up With Protein Drinks?**

Protein drinks can be an easy way to add protein to your diet. But, don't replace your daily protein amounts with protein drinks. It's best to think of protein drinks as an add-on. Protein drinks are made from whey or pea protein, but can include many other ingredients, like added sugar. While that may sound healthy, these drinks are highly processed.

Check the Protein Handout for more!

**From Paper to Plate Activities this Week**

1. Take the "Make a Protein Scene" challenge with the Protein worksheet. Try the easy lentil chili for a delicious way to add protein.
2. Complete the Protein activity sheet.

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**Lesson 2: Protein and Dairy**

### Pass the Milk, Yogurt & Cheese Please!

**Dairy, Non-Dairy and Dairy-Free – How Do They Compare?**

Dairy—Includes all products made from animal milk, including cows, goats and sheep. Dairy provides important nutrients, such as protein, calcium, Vitamin D, potassium and magnesium.	Non-Dairy—Includes all products made from plant sources, like nuts and grains. Check the label to see if important nutrients are added. Know the difference between "non-dairy" and "dairy-free." Non-dairy may contain some dairy. Dairy-free means no dairy.
<ul style="list-style-type: none"><li>• milk</li><li>• cream</li><li>• cheese</li><li>• yogurt</li><li>• whey</li><li>• ice cream</li></ul>	<ul style="list-style-type: none"><li>• soy milk</li><li>• almond milk</li><li>• coconut milk</li><li>• oat milk</li><li>• rice milk</li><li>• cashew milk</li><li>• non-dairy creamer</li><li>• vegan cheese</li><li>• non-dairy frozen treats</li></ul>

**Discussion Questions**

- Flavored yogurts may have lots of sugar, so read the label. What other ingredient should you watch for in some yogurts?
- Name some benefits of calcium.
- Like calcium, Vitamin D, is an important nutrient in dairy. This vitamin helps your body absorb calcium. It's called the "sunshine vitamin" because humans can get some of this vitamin by being in the sun! This vitamin is important for healthy bones and muscles.

Check the Dairy Handout for more on calcium!

**From Paper to Plate Activities this Week**

1. Take the "Best Bone Builder" challenge with the Dairy worksheet. How will you build healthy bones and teeth?
2. Complete the Dairy activity sheet.

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### Protein and Dairy Discussions:

- Ask students how much protein and dairy they get from animal-based and plant-based foods. Post the results on the board and discuss why those sources are the top choices. What factors make these foods popular? Guide a discussion on how these foods fit into meals at home and outside the home.

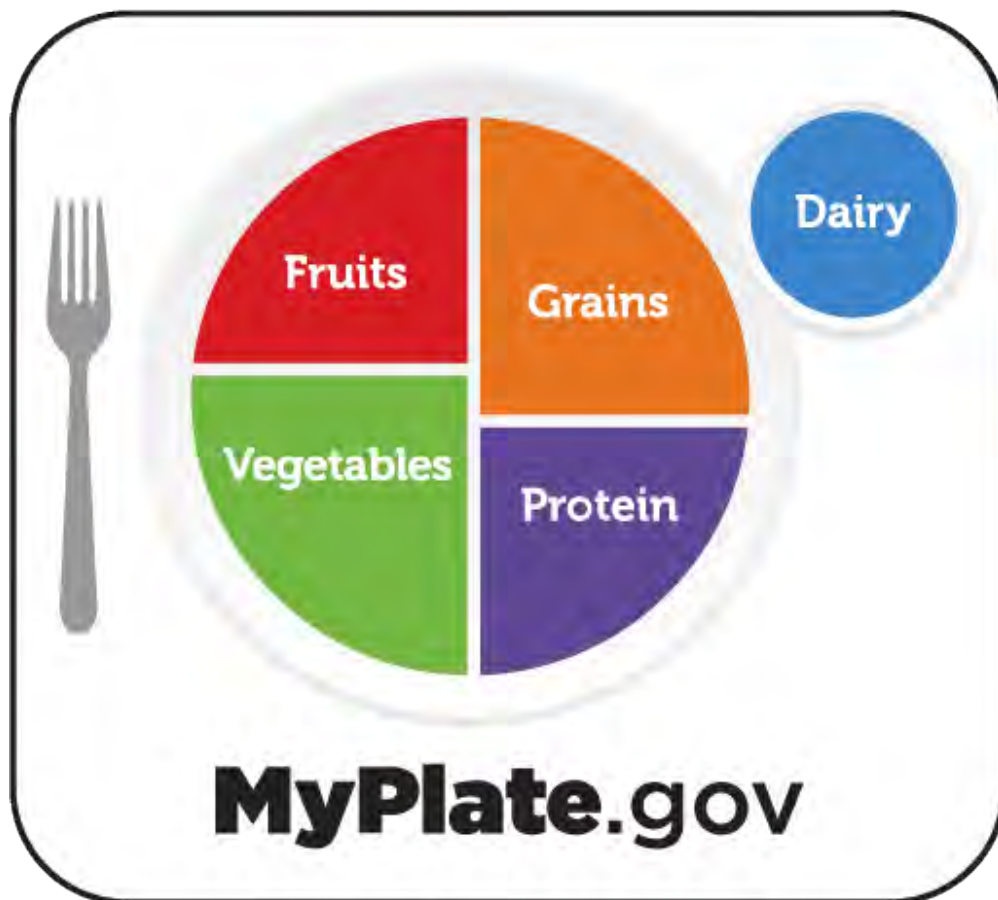
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## Lesson 2 Objectives

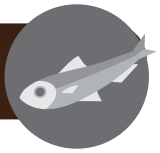
With this lesson, students will be able to:

- Recognize the two food groups in the MyPlate guide: protein and dairy.
- Identify the subgroups within protein and dairy.
- Identify some influences of different cultures and backgrounds with proteins and dairy, and what types of foods are most popular in certain cultures.
- Explain some of the important nutrients in protein and dairy.
- Evaluate the benefits of eating protein and dairy, and how physical activity plays a role with these two food groups.
- Develop a strategy for including healthier options of protein and dairy in a daily diet.

Link to the USDA MyPlate: [myplate.gov](https://myplate.gov)



# Nutrition In A Box: Teacher's Guide



## Lesson 2 Module: Protein

### Protein Activity Sheet: Answers, Page 1

#### A Nutrition Facts

1. Rank the following protein foods with "1" for the most protein through "5" for the least protein per serving:

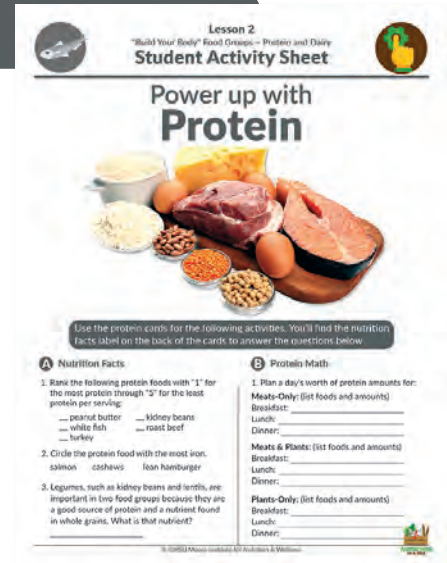
5 peanut butter    4 kidney beans    3 white fish  
2 roast beef    1 turkey

2. Circle the protein food with the most iron.

salmon    cashews    **lean hamburger**

3. Legumes, such as kidney beans and lentils, are important in two food groups because they are a good source of protein and a nutrient found in whole grains. What is that nutrient?

fiber



### Protein Handout: Answers, Page 2

#### Meats:

- hamburger
- beef
- ham
- bacon
- lamb

#### Poultry:

- turkey
- chicken

#### Seafood:

- cod
- clams
- tuna
- shrimp
- salmon

#### Nuts & Seeds:

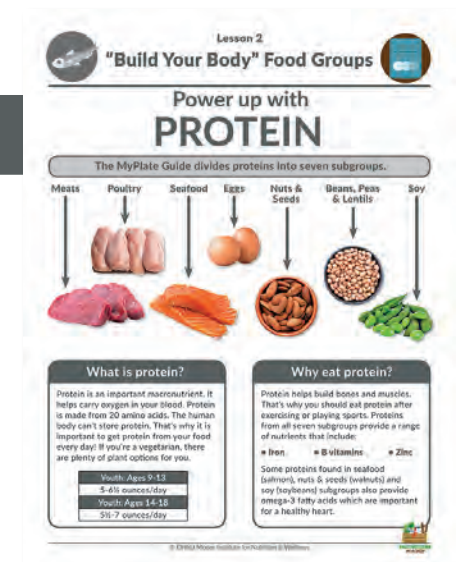
- almonds
- peanut butter
- peanuts
- pumpkin seeds
- walnuts

#### Beans, Peas & Lentils:

- pinto beans
- kidney beans
- lentils
- chickpeas
- black beans
- hummus

#### Eggs: • eggs

#### Soy: • tempeh • edamame • tofu



BONUS

Beans, Peas & Lentils are also part of which food group?  
Vegetable group.

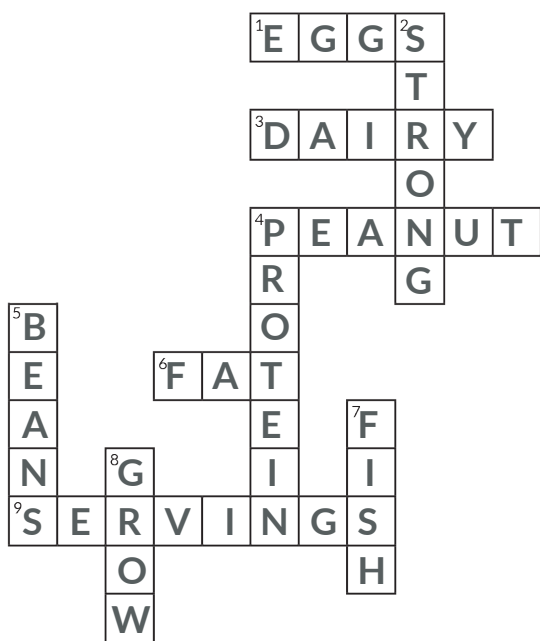




# Nutrition In A Box: Teacher's Guide



## Protein Worksheet: Crossword Answers, Page 1



### Across

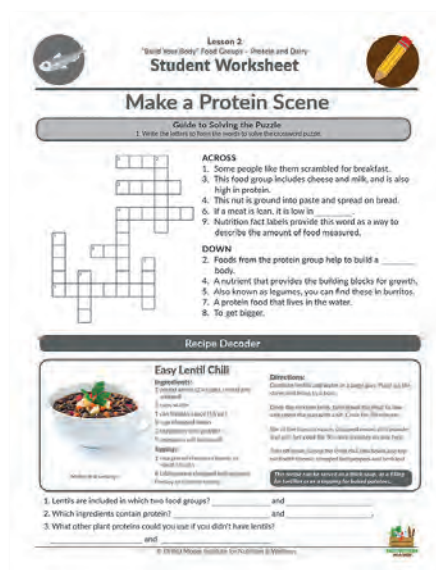
- Some people like them scrambled for breakfast.
- This food group includes cheese and milk, and is also high in protein.
- This nut is ground into paste and spread on bread.
- If a meat is lean, it is low in \_\_\_\_\_.
- Nutrition fact labels provide this word as a way to describe the amount of food measured.

### Down

- Foods from the protein group help to build a \_\_\_\_\_ body.
- A nutrient that provides the building blocks for growth.
- Also known as legumes, you can find these in burritos.
- A protein food that lives in the water.
- To get bigger.

## Protein Worksheet: Recipe Answers, Page 1

- Lentils are included in which two food groups? protein and vegetables.
- Which ingredients contain protein? lentils and cheddar cheese.
- What other plant proteins could you use if you didn't have lentils?  
beans and meat.





# Nutrition In A Box: Teacher's Guide



## Lesson 2 Module: Dairy

### Dairy Activity Sheet: Answers, Page 1

#### A Nutrition Facts

- Which two dairy foods offer the most protein?  
cottage cheese  
Greek yogurt
- Which food can best replace cow's milk?  
soy milk
- Compare the nutrients of the two yogurt cards to answer the following questions.

Which option has the most calcium? plain

Which option has the most protein? Greek

Which option has the most sugar? plain

Which option has more potassium? plain

#### B More Dairy Details

- Write the dairy foods that are good for snacks.  
string cheese  
plain yogurt
- Some dairy foods can be high in fat.  
What are better options for:  
Milk? fat-free milk  
Yogurt? low-fat yogurt  
Cheese? string cheese
- Which dairy foods have high calcium amounts?  
Vanilla soy milk  
Low-fat plain yogurt  
1% milk



### Other Lesson Ideas

**Dairy Discussion:** Take a survey of the different types of milk (from animals and from plants).

- Discuss why is each milk option popular?
- What health issues may cause people to opt for certain types of milks?
- What processes are used to create different types of milk?

# Nutrition In A Box: Teacher's Guide



## Dairy Handout: Answers, Page 1

Look at the four stages shown on the osteoporosis disks. What changes do you see? Write your answer below.

Stage 1: Healthy bones

Stage 2: Loss & thinning of bone

Stage 3: Loss & thinning of bone with increased risk of fracture

Stage 4: Fractures present



## Dairy Handout: Answers, Page 2

### Cheese

- parmesan
- feta
- cheddar
- cottage cheese
- ricotta
- mozzarella
- Swiss
- queso

### Calcium Alternatives

- tempeh
- tofu
- soy milk

### Milk

- 1% milk
- whole milk
- ice cream

### Yogurt

- Greek yogurt
- yogurt

### Other

- kale
- spinach

## Other Lesson Ideas

- **More Discussion:** Take a survey of which dairy foods are most consumed by the students and post the results on the board. Which dairy foods are the most popular? Why?
- **Create Your Own Nutrition Cards:** Provide students with a set of blank nutrition card sheets to create nutrition cards for at least 3-5 dairy foods in their home. Which nutrients are provided? Where did they find the nutrition information?

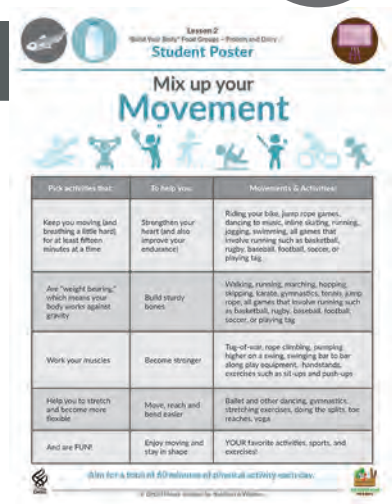
# Nutrition In A Box: Teacher's Guide



## Mix up your Movement Student Poster

Mix up your Movement is designed as an incentive for students to be more physically active.

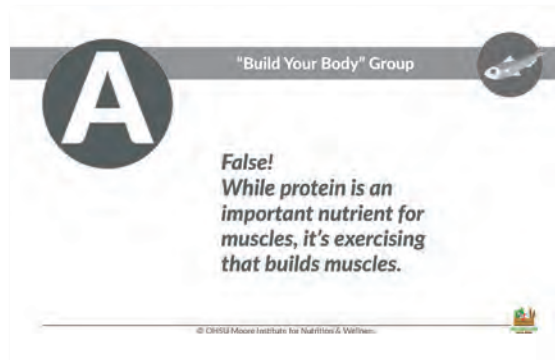
- Print out the document to post on an information board in your classroom.
- Print out a copy for each student.
- Upload the document to a student resource portal.
- Present the document as an overhead slide to engage students in conversation.



## Protein Pursuit Game

Protein Pursuit is a Question and Answer booklet designed to engage students about protein facts.

- Use the booklet to engage a group of students with one student quizzing the others in the group.
- Use the questions to create a quiz for students.
- Present the document as overhead slides to engage students (full classroom or designated groups) in a fun competition about what they know about protein.

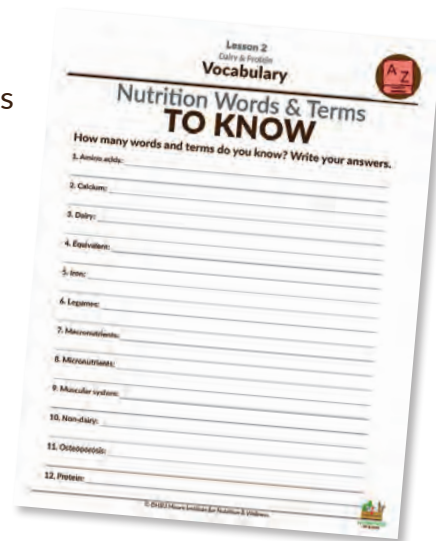


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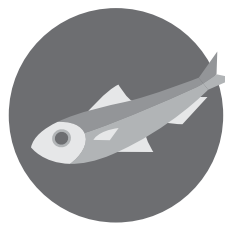


## Lesson 2 Vocabulary

A Student Vocabulary Lesson 2 sheet is provided for printing for students to complete individually, or refer to this list to quiz students in groups.



- 1. Amino acids:** The 20 organic chemicals (carbon-hydrogen bonds) found in protein. There are nine essential amino acids.
- 2. Calcium:** A mineral that builds and maintains strong bones and teeth.
- 3. Dairy:** Foods made from milk, usually animal milk.
- 4. Equivalent:** Equal in value or amount.
- 5. Iron:** A mineral that carries oxygen in red blood cells and muscle cells.
- 6. Legumes:** A seed, pod or other edible part of a plant.
- 7. Macronutrients:** Nutrients that humans need in larger quantities. Fats, protein and carbohydrates are the three macronutrients.
- 8. Micronutrients:** Nutrients (mostly vitamins and minerals that humans need in smaller quantities). There are six essential classes: Iron, Vitamin A, Vitamin D, Iodine, Folate and Zinc.
- 9. Muscular system:** The fibers attached to bones, internal organs and blood cells responsible for movement.
- 10. Non-dairy:** Foods that are similar in content to animal-based foods, but usually come from plants.
- 11. Osteoporosis:** Bone disease from decrease in mineral density and bone mass.
- 12. Protein:** Macronutrient of amino acids for growing and repairing cells, maintaining muscles.



## Lesson 3

# Winning the Balance Game



**NUTRITION**  
**IN A BOX**





# Nutrition In A Box: Teacher's Guide

## Lesson 3: Winning the Balance Game — Fats, Treats & Portion Sizes

**Lesson 3** introduces dietary balance and moderation, especially with foods containing fats and sugars. Students will identify serving sizes from portion sizes. Students will analyze marketing and advertising techniques used to sell foods.



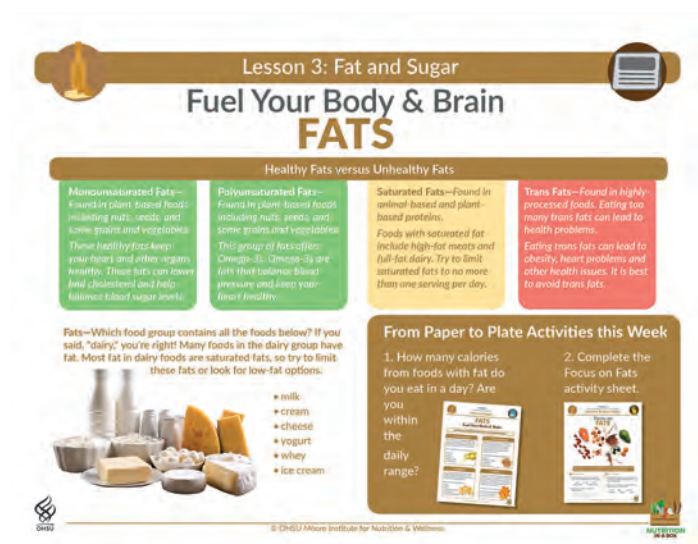
**Fats:** Although one of the three macronutrients, fats are not a separate food group. Fats are an essential nutrient that helps support brain development, maintains healthy cells and provides a source of stored energy in our body. Fat also regulates our body temperature and helps cushion vital organs. While getting enough healthy fat is important for overall health, getting too much fat, especially saturated fat, can contribute to conditions leading to chronic diseases.



**Treats:** Most treats satisfy our need for a “food” reward. Our bodies respond to the quick energy spikes from consuming sugar. And our sugar intake activates the mesolimbic dopamine system in our brains, which provides us with that feeling of reward. It’s the same function of many addictions. The best way to control our brains from increasing the need for sugar is to resist cravings and control our impulses.

## Lesson 3 Table Cards

Use the table cards in Lesson 4 to introduce each sub-category.



**Fats:** Guide discussions for the entire class or within student groups:

- **Discussion Question:** Describe what fats are in your home.
- **Discussion Question:** What traditions or customs are used in preparing foods with these fats?
- **Discussion Question:** Based on what you’ve learned from Nutrition in a Box, what fact could you introduce to your family or friends about fats?





# Nutrition In A Box: Teacher's Guide



**Lesson 3: Winning the Balance Game**

## Balancing Your PORTIONS

There are many ways to measure the portions of food.

**Cup, Tablespoon and Teaspoon**  
Measurements for food volume

**Slices, Pieces and Amounts**  
Measurements for food items

**Bag, Jar, Box and Bottle**  
Measurements of food containers

**Ounce, Pound, Gram, Pint, Liter**  
Measurements for food weight

There's a difference between a **portion** of food and a **serving** of a food.

- Portion Size:** Is how much food a person chooses to eat at one time. Portion sizes are often bigger than the suggested serving size.
- Serving Size:** The recommended amount of food listed on the Nutrition Facts label. This amount is used to measure calories and nutrients in the food.

**From Paper to Plate Activities this Week**

1. How do your portions compare with the amount on the label? Are you within the listed amount?
2. Complete the Balancing Your Portions activity sheet.

Now test your knowledge with the Measuring Your Serving Size worksheet.

**Portions:** Guide discussions for the entire class or within student groups:

- **Discussion Question:** Describe the definitions and differences of portion sizes and serving sizes.
- **Discussion Question:** Which measurements are typically used at home when selecting the food you eat?
- **Discussion Question:** What technique could you use to better measure serving sizes?

**Lesson 3: Winning the Balance Game**

## Sugar Sweetened FOODS

**Natural Sugars versus Added Sugars**

**Natural Sugars**—Natural sugars are in many foods. Which food group has natural sugar? The Fruits Group. That's why fruit is sweet! Natural sugar is called fructose. Watch out for fructose in "added sugar" foods. If it's been added to a food, it's been highly processed and is not natural.

**Added Sugars**—Added sugars can have many names. And, added sugar can be in many foods including beverages, breakfast cereals, baked goods, breads, candy, peanut butter, ketchup and even canned foods! Look for "added sugar" on the nutrition facts label.

**How to tell if a food has natural sugar?**  
Is it a Whole Food? Whole foods, like an apple or melon only have natural sugar. Nothing has been added! Processed foods usually have "added" ingredients, and may have added sugar.

**What other names are used for sugar?**

- corn syrup
- cane sugar
- malt syrup
- raw sugar
- sucrose
- dextrose

Plus, many other names! The MyPlate guide offers more "added sugar" names to watch for.

**From Paper to Plate Activities this Week**

1. What is sugar? Check out the Sugar Sweetened Beverages handout to find out!
2. Complete the Beverage Balance activity sheet.

**Sugar Sweetened Foods:** Guide discussions for the entire class or within student groups:

- **Discussion Question:** Survey the class in the number of foods they typically eat with natural sugars and added sugars. Which foods are eaten the most?
- **Discussion Question:** What alternatives could students choose that contain less sugar?
- **Discussion Question:** What other names are really sugar in disguise?

**Lesson 3: Winning the Balance Game**

## Be An AD-BUSTER!

**Advertising versus Nutrition Facts**

Advertising is a way to share information about a product. Its main focus is to sell the product!

Advertising can be misleading and confusing! Many ads for foods focus on making you hungry.

80% of all food advertising is for junk food and other unhealthy foods!

**Learn how to see what may be missing in food ads.**  
The Ad-Busters Guide helps you see how ads may hide information.

**Take the "All About Ads" challenge to test your skills.**

Work with a partner to test your knowledge of food ads.

**From Paper to Plate Activities this Week**

1. Become an Ad-Buster by discovering how companies can obscure information about foods. Check out the worksheet.
2. Complete the Ad-Buster activity sheet.

**Be An Ad-Buster:** Guide discussions for the entire class or within student groups:

- **Discussion Question:** Discuss the definitions for advertising, marketing and sales.
- **Discussion Question:** Which advertising techniques are most effective?
- **Discussion Question:** Which techniques should be a warning sign that the information may not be correct?

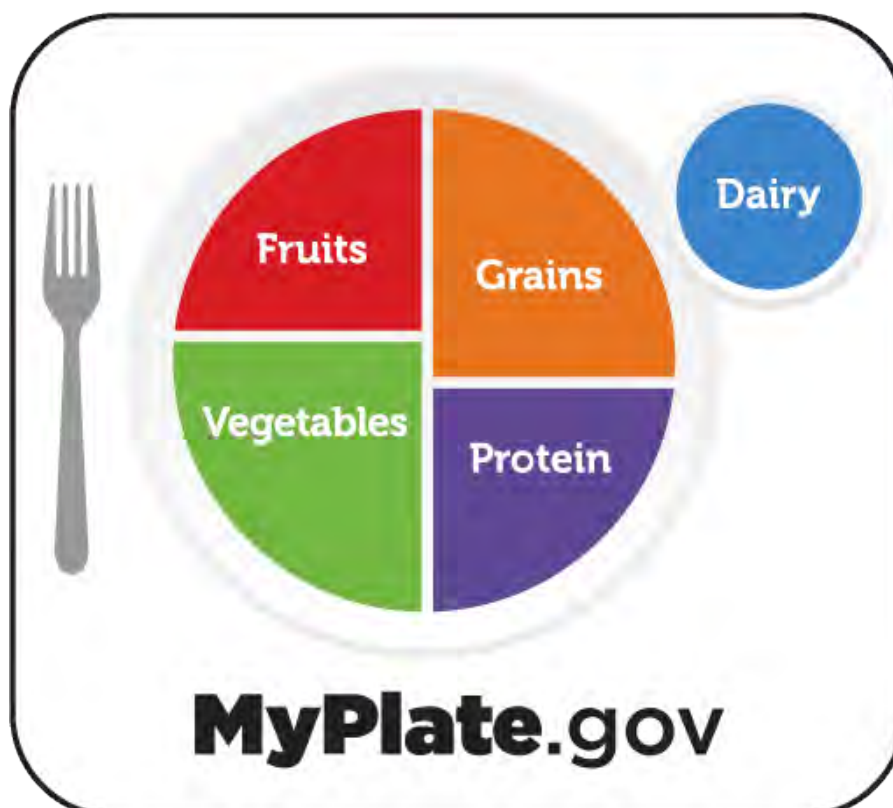
# Nutrition In A Box: Teacher's Guide

## Lesson 3 Objectives

With this lesson, students will be able to:

- Recognize that fats/oils are nutrients that are essential to good health while identifying the health risks of overconsumption of fats, particularly trans and saturated fats.
- Identify hidden sources of sugars in foods and beverages.
- Describe “empty calorie” or “extra” foods as those foods that contribute calories but few other essential nutrients.
- Compare the sugar and nutrient content in a variety of beverages and use this information to make informed choices about beverage intake.
- Develop media literacy skills by employing critical thinking when evaluating hypothetical food and beverage advertisements.
- Identify portion sizes consistent with the serving sizes suggested by the MyPlate food guidance system.
- Develop a strategy for choosing a balanced diet with adequate foods from the five major food groups and appropriate amounts of healthy fats and added sugars.

Link to the USDA MyPlate: [myplate.gov](https://myplate.gov)



# Nutrition In A Box: Teacher's Guide



## Lesson 3 Module: Fats

### Fats Activity Sheet: Answers, Page 1

#### A Nutrition Facts

1. Which foods have the most saturated fat per serving? Rank them from most to least.

4 salmon    3 sausage    2 bacon  
1 cream cheese    5 sunflower seeds

2. Which three foods are also in the Protein Group?

Salmon

Walnuts (or mixed nuts)

Sunflower seeds

#### B Fats in Foods

3. True or False? Cheddar cheese has important nutrients, like calcium and protein, but is also high in saturated fat.

4. Some ways of cooking can add more fat to a meal. Which ways use less fat?

broiled    grilled    pan-fried  
deep-fried    steamed    baked



### Fats Handout: Answers, Page 1

Circle the fats that are unsaturated.

shortening

lard

canola oil

margarine

butter

cream cheese

olive oil

coconut oil

sesame seed oil

ghee





# Nutrition In A Box: Teacher's Guide



## Lesson 3 Module: Sugar

### Sugar Activity Sheet: Answers, Page 1

**Added Sugar:** According to the Dietary Guidelines for Americans, 2020-2025, 24% of the daily average intake of sugar comes from sugar-sweetened beverages. With so many options available, it can be difficult to choose beverages without sugar. This sheet demonstrates how recognizable many sugar-sweetened beverages are to children and teens.



- ☒ lots of added sugar
- ☐ lots of natural sugar
- ☐ little to no sugar



- ☐ lots of added sugar
- ☐ lots of natural sugar
- ☒ little to no sugar



- ☐ lots of added sugar
- ☒ lots of natural sugar
- ☐ little to no sugar



- ☒ lots of added sugar
- ☐ lots of natural sugar
- ☐ little to no sugar



- ☒ lots of added sugar
- ☐ lots of natural sugar
- ☐ little to no sugar



- ☒ lots of added sugar
- ☐ lots of natural sugar
- ☐ little to no sugar



- ☒ lots of added sugar
- ☐ lots of natural sugar
- ☐ little to no sugar



- ☐ lots of added sugar
- ☐ lots of natural sugar
- ☒ little to no sugar



- ☒ lots of added sugar
- ☐ lots of natural sugar
- ☐ little to no sugar



- ☒ lots of added sugar
- ☐ lots of natural sugar
- ☐ little to no sugar

# Nutrition In A Box: Teacher's Guide



## Sugar Activity Sheet: Answers, Page 2

### How much added sugar is in your drinks?

#### BEVERAGE #1

The nutrition facts label shows that a glass of juice has 20g of sugar. If each sugar cube has 4g of sugar, how many sugar cubes are in this glass of juice? 5

*Hint: divide the total sugar (20g) by 4 (4g per cube) to get the number of sugar cubes.*



#### BEVERAGE #2

Which beverage has no sugar?

Water

### How many cubes in each drink?

Write your answers in the boxes.

- |                                   |                        |
|-----------------------------------|------------------------|
| <input type="text" value="16"/>   | Cola = 64g             |
| <input type="text" value="9.5"/>  | Bubble tea = 38g       |
| <input type="text" value="8.25"/> | Macchiato coffee = 33g |
| <input type="text" value="3.25"/> | Whole milk = 13g       |
| <input type="text" value="5"/>    | Berry smoothie = 20g   |
| <input type="text" value="6"/>    | Orange juice = 24g     |
| <input type="text" value="6"/>    | Chocolate milk = 24g   |
| <input type="text" value="0"/>    | Water = 0g             |

*If you have sugar cubes, stack up the number of cubes in each drink.*



# Nutrition In A Box: Teacher's Guide



## Lesson 3 Module: Portions

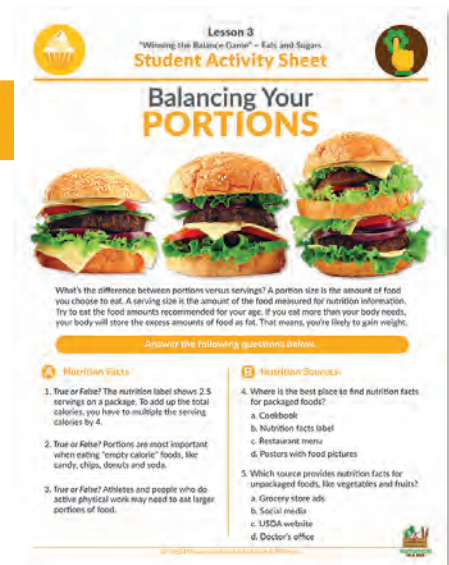
### Portions Activity Sheet: Answers, Page 1

#### A Nutrition Facts

1. **True or False?** The nutrition label shows 2.5 servings on a package. To add up the total calories, you have to multiple the serving calories by 4. **Multiply by the number of servings, 2.5.**
2. **True or False?** Portions are most important when eating "empty calorie" foods, like candy, chips, donuts and soda.
3. **True or False?** Athletes and people who do active physical work may need to eat larger portions of food.

#### B Nutrition Sources

4. Where is the best place to find nutrition facts for packaged foods?
  - a. Cookbook
  - b. Nutrition facts label**
  - c. Restaurant menu
  - d. Posters with food pictures
5. Which source provides nutrition facts for unpackaged foods, like vegetables and fruits?
  - a. Grocery store ads
  - b. Social media
  - c. USDA website**
  - d. Doctor's office



#### Nutrition Resources

USDA Nutrition Database:  
[fdc.nal.usda.gov](https://fdc.nal.usda.gov)

USDA MyPlate: [myplate.gov](https://myplate.gov)

Oregon State University Food  
Hero: [foodhero.org](https://foodhero.org)

OHSU Bob and Charlee  
Moore Institute for Nutrition  
& Wellness: [ohsu.edu/  
mooreinstitute](https://ohsu.edu/mooreinstitute)



### Why Portion Sizes Matter

Managing portion sizes can help control calories. The recommended calories for:

Males, aged 11	sedentary, 1,800/day	active, 2,200/day
Females, aged 11	sedentary, 1,600/day	active, 2,000/day
Males, aged 16	sedentary, 2,400/day	active, 3,200/day
Females, aged 16	sedentary, 1,800/day	active, 2,400/day

USDA Dietary Guidelines for Americans, 2020-2025: [dietaryguidelines.gov](https://dietaryguidelines.gov)



# Nutrition In A Box: Teacher's Guide



## Portions Worksheet: Answers, Page 1

**Cereal:** Answers to Questions 1 and 2 depend on student response.

1. How many scoops did it take to empty your bowl?
2. Read the serving size on the cereal box. How many servings of cereal are in Bowl #2?
3. How much is the actual serving amount?  
**2/3 cup**
4. The serving amount is less than one cup. How many calories are in full cup of this cereal?

**345 calories in 1 cup**



**Spaghetti:** Answers to Questions 1, 2, 3 and 5 depend on student response.

1. How many **scoops** did it take to move your spaghetti into the extra bowl?
2. How many **cups** of spaghetti did you measure (example: 1 ½ cups)?
3. Which serving is larger?      My plate amount      The box amount
4. The nutrition label only shows the facts for the plain spaghetti. How many calories are in one cup of plain spaghetti?

**210 calories in 1 cup**

**Spaghetti plate:** Ask students to look for nutrition information on additional foods included in their spaghetti or other pasta, like sauce, vegetables, proteins and cheeses.

## Other Lesson Ideas

- **Collect Cereal Boxes:** Invite students to bring in empty, flattened cereal boxes for several weeks. Gather the boxes and divide into groups of 3-4 students and guide them through analyzing the calorie and other nutritional counts of each cereal, based on serving sizes.
- **A Note on Food Insecurity:** Due to a growing number of children and teens experiencing food insecurity and hunger, we do not recommend using actual cereal as measuring props for this activity. If you have access to other non-food materials of similar size to cereals, such as pebbles, those materials can provide a useful hands-on experience.



# Nutrition In A Box: Teacher's Guide



## Lesson 3 Module: Ad-Buster

### Ad-Buster Activity Sheet: Answers, Page 1

#### Advertising is Everywhere

Use the first question on the activity sheet to guide a discussion with students about where they find advertisements, from television to apps. Also, discuss “influencers” found on popular social media apps.

#### A Nutrition Facts

1. **True or False?** If a food ad shows pictures of certain foods, it must contain those foods.
2. **True or False?** TV ads for children and youth must only be for healthy foods.
3. **True or False?** Some ways advertisers try to convince you to buy a product is to show that it will make you happy or trendy.

#### B Nutrition Sources

4. Look at the “Burger Busters” poster above. Which words or phrases are mostly just advertising and not really facts.
  - a. Burgers, Sandwiches, Hot Dogs, Pizza
  - b. Home Delivery!
  - c. **Tasty!**
  - d. **Best in Town!**
5. Based on the poster, do you think Burger Busters sells healthy foods? Yes **No**



### How Many Ads Can You Find?

- **Print Examples:** Gather enough magazines that you can provide one for each group of 3-4 students. Guide them to count the number of ads they find in 2 minutes. For more analysis, guide them to categorize the types of ads: product features, discounts/sales, personal enrichment or product comparison.
- **Social Media:** Engage students about what their favorite app features in ads and “influencers.” How many posts are actually ads that just look like regular posts? (*Example: showing what someone purchased or using a certain brand of makeup.*) Data point: kids who played featured advert games with unhealthy food brands linked on their apps consumed over 50% more calories from unhealthy foods than other kids. (*J. Harris, University of Connecticut, Rudd Center for Food Policy and Health*)



# Nutrition In A Box: Teacher's Guide



## Ad-Buster Worksheet: Answers, Page 1

### A Nutrition Facts

1. **True or False?** "Bursting with Fruit Flavor" means that the cereal is made with fruit.
2. **True or False?** Companies can only say "nutritious" if it's true.
3. **True or False?** "Family-size" means it's good for everyone in the family.

### B Nutrition Sources

4. Do you think that Frooty-Tooty Fruitsies are a "fruity-licious nutritious treat?" Why or why not?

The box messaging uses words that sound nutritious, but there's no actual fruit in the cereal.



## Ad-Buster Worksheet: Answers, Page 2

1. Look at the ingredient label for Frooty-Tooty Fruitsies. Sugar is listed as the second ingredient (between the flours). What do you think that means?

There's lots of sugar and no whole grains, both of which can be considered empty calories.

2. Look for real fruit in the ingredients list. Is there any real fruit in this cereal?

yes **no**

3. Real fruit and 100% fruit juice contribute vitamins A and C. Are Frooty-Tooty Fruitsies a good source of either of these vitamins?

yes **no** Based on ingredient list

4. Based on the labels, do you think this cereal is healthy?

yes **no**

## Ingredients List

**Ingredients** are listed in descending order by weight, as required by the U.S. Food and Drug Administration (FDA).

Multi-component ingredients (like chocolate-coating) must include all the ingredients contained in that ingredient component in parentheses. Most ingredients cannot be grouped together.

For more information on FDA food labeling requirements: [fda.gov/regulatory-information/search-fda-guidance-documents/guidance-industry-food-labeling-guide](https://www.fda.gov/regulatory-information/search-fda-guidance-documents/guidance-industry-food-labeling-guide)



# Nutrition In A Box: Teacher's Guide



## Ad-Buster: All About Ads

**All About Ads** is a Question and Answer booklet designed to engage students about advertising techniques.

- Use the booklet to engage a group of students with one student quizzing the others in the group.
- Use the questions to create a quiz for students.
- Present the document as overhead slides to engage students (full classroom or designated groups) in a fun competition about what they know about advertising.



Lesson 3 "The Balance Game"

**Q** True or False?

**Fresh Salads**

A fast food restaurant says their "fresh" salads are a healthy choice. Does "fresh" mean "healthy"?



A Healthy Choice!

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Lesson 3 "The Balance Game"

**A** False!

Watch how "healthy" is used. The restaurant claims their salad is a "healthy" choice, not a healthy salad. That's a big difference!


Using the word "fresh" doesn't mean it's "healthy." Some salads add croutons, cheese and dressings that are full of fat, sodium and even sugar! Check the labels.

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Lesson 3 "The Balance Game"

**Q** True or False?

If the cereal box says, "part of a complete breakfast," it must be a good choice.



© 2009 Moore Institute for Nutrition & Wellness

Lesson 3 "The Balance Game"

**A** False!

When you see "part of a complete breakfast," the ad usually refers to other items that are healthy. They hope you ignore that the cereal may not be healthy.

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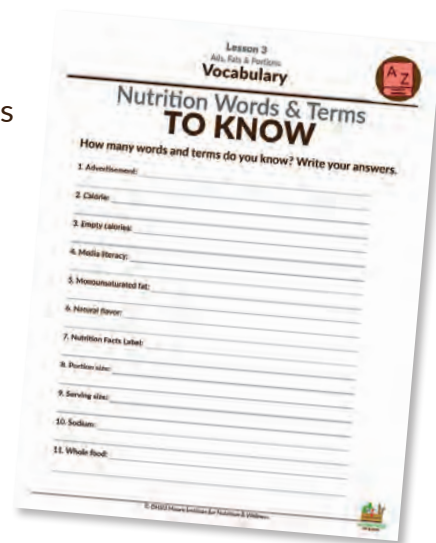


# Nutrition In A Box: Teacher's Guide



## Lesson 3 Vocabulary

A Student Vocabulary Lesson 3 sheet is provided for printing for students to complete individually, or refer to this list to quiz students in groups.



1. **Calorie:** a unit of heat required to raise the temperature of one gram of water.
2. **Empty calories:** Foods that contain a lot of calories, but low nutritional value.
3. **Media literacy:** The ability to access, analyze, evaluate and create media communications.
4. **Monounsaturated fat:** Monounsaturated fats are liquid at room temperature, and are mostly plant-based.
5. **Natural flavor:** Extracted oils, spices and other contents that are used to enhance foods. If the amounts are small enough, the FDA does not require listing the specific origins or ingredients.
6. **Nutrition Facts Label:** An information and data label required on most foods to inform consumers of the contents and ingredients.
7. **Portion size:** The amount/size of food a person eats.
8. **Saturated fat:** Saturated fats are solid at room temperature. Saturated fats can be plant-based or animal-based.
9. **Serving size:** The manufacturer recommended amount of food to eat for one person.
10. **Sodium:** An essential mineral that controls blood pressure and supports muscle and nerve functions.
11. **Sugar:** A simple carbohydrate. Sugar can be plant-based or chemical-based.
12. **Whole food:** A non-processed food, that usually has one ingredient.

## Lesson 4

# Taking Charge of Your Choices



**NUTRITION**  
**IN A BOX**



# Nutrition In A Box: Teacher's Guide



## Lesson 4: Taking Charge of Your Choices — Eating In, Eating Out & Snacking

**Lesson 4** introduces practical skills to manage eating healthy at home, at restaurants and other external eating establishments and ways to plan for healthy meals and snacks. Students will engage in practice-based activities to introduce and reinforce practical skills for healthy eating. There's a sample menu and grocery store activities to provide students with skills in meal planning both in the home and outside the home. These activities also encourage sharing of information and resources for students who may need help in accessing healthy foods.



**Home Plate:** Shared meals, especially if healthy, help improve academic skills, build stronger family and emotional bonds, help decrease risk-taking behaviors in teens, provide shared learning experiences, and improve overall nutrition. Studies have shown that children and teens who share family meals at least three times a week are more likely to maintain healthy weights and less likely to develop disordered eating habits.

## Lesson 4 Table Cards

Use the table cards in Lesson 4 to introduce each sub-category.



**Shared Plate: Guide** discussions for the entire class or within student groups:

- **Discussion Question:** Describe what a typical main meal looks like at home.
- **Discussion Question:** What traditions or customs are used in selecting and preparing foods?
- **Discussion Question:** Based on what you've learned from Nutrition in a Box, what fact could you introduce to your family or friends about a food item?



# Nutrition In A Box: Teacher's Guide



**Healthy Choices:** Guide discussions for the entire class or within student groups:

- **Discussion Question:** Describe what a typical main meal looks like outside the home: lunch at school, meal at a restaurant, food cart or other place.
- **Discussion Question:** What choices are you able to make? Can you opt for a healthier choice? If so, what would you choose?



**Snack Plan:** Guide discussions for the entire class or within student groups:

- **Discussion Question:** What's the first snack you choose? Where is it usually located? Are there other options available?
- **Discussion Question:** What nutrients are contained within your snack? How much of the snack would be considered "empty calories"?

## Other Lesson Ideas

- **More Discussion:** Take a survey of which foods and snacks are most eaten by the students and post the results on the board. Which foods/snacks have the greatest numbers?
- **Do the math:** Guide students in gathering the nutritional values of the most popular foods/snacks. Which have the most calories? Which offer the most nutrients? Which nutrients are provided? How does the nutrient values of a popular snack compare with an entree or meal item?



# Nutrition In A Box: Teacher's Guide

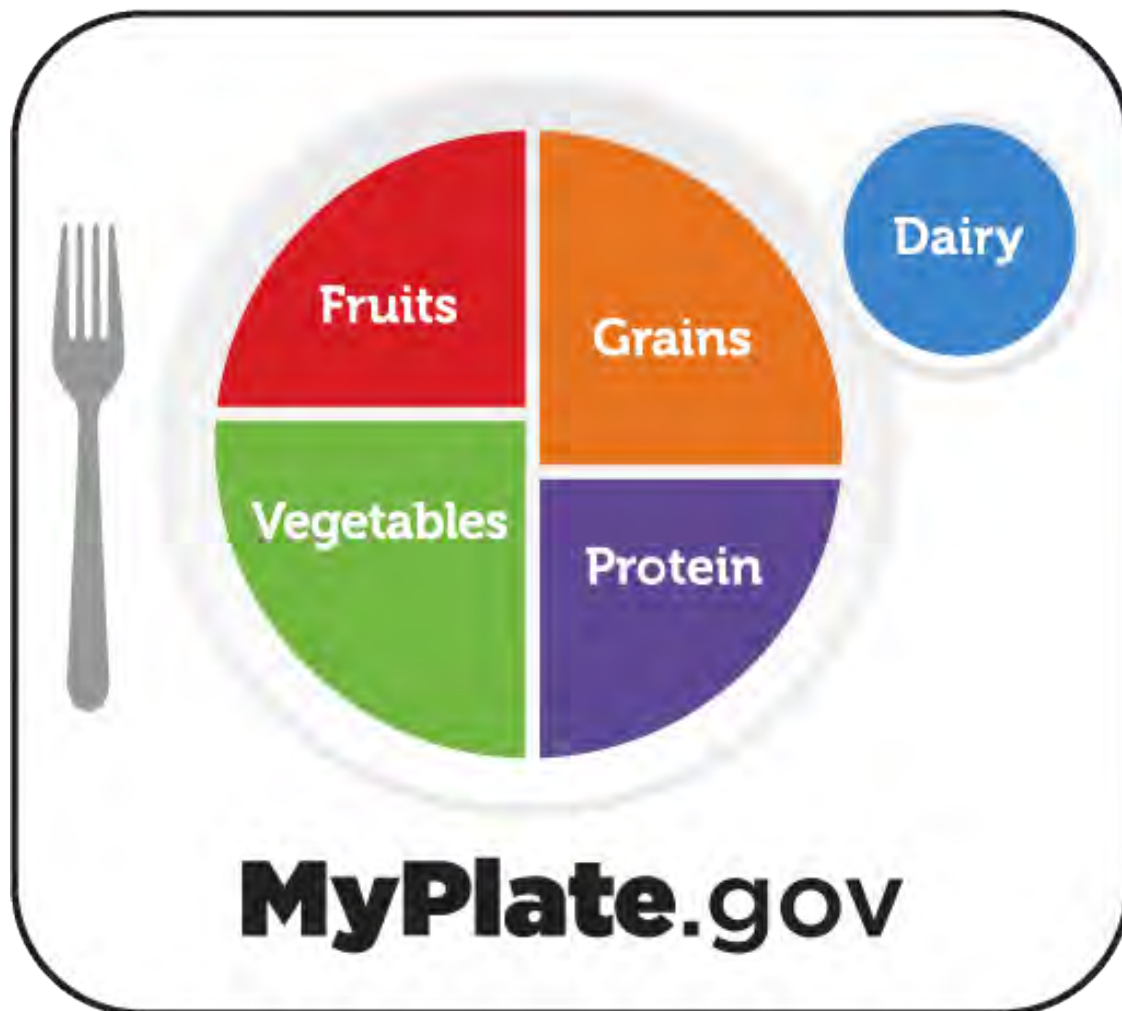


## Lesson 4 Objectives

With this lesson, students will be able to:

- Describe at least three advantages of shared and family meals.
- Identify the characteristics of healthy meals and snacks, i.e. a variety of food groups, balanced portions, and moderation in fat, sugar and sodium intake.
- Plan at least three balanced meals and three balanced snacks.
- Choose at least three balanced meal combinations from the sample Box-It-Up Café.

Link to the USDA MyPlate: [myplate.gov](https://myplate.gov)





# Nutrition In A Box: Teacher's Guide



## Lesson 4 Module: Snacking

### Snacking Activity Sheet: Answers, Page 1

#### A Nutrition Facts

1. **True or False?** Eating food with lots of sugar is the best way to get energy.
2. **True or False?** If you're active all day, it's better to eat regular healthy meals and snacks throughout the day.
3. **True or False?** High-sugar foods and beverages are the most popular snacks in the U.S.
4. **True or False?** It's okay to skip a meal if you eat a snack instead.

While it's okay to eat a healthy snack if you can't access a regular meal, it's best to eat healthy meals on a regular basis.



### Snacking Handouts and Worksheets



Use the other Snacking materials to expand student skills in analyzing, planning and eating healthier snacks. These materials can be used with the Nutrition Facts Cards to create snack combinations. Form small groups to compete for the healthiest snack combo.

You can also use the materials to explore additional foods for snacking and which snacks are the most viable for students at home.

# Nutrition In A Box: Teacher's Guide



## Lesson 4 Module: Box It Up

### Box It Up Activity Sheet: Answers, Page 1

1. Which three foods do you think are the most unhealthy?

quesadilla potato soup pepperoni pizza

*High fat content, high sodium, high calories*

2. Are there any foods that are healthy to order? yes no

3. If so, which foods? turkey sandwich on whole wheat

side salad grilled cod fish burger

4. Which menu options have whole grains?

turkey sandwich on whole wheat bean burrito on corn tortilla

5. Which menu options have the most vegetables?

turkey sandwich side salad ramen soup



### Box It Up Activity Sheet: Answers, Page 2

Box It Up Menu	Calories	Fat	Sodium
Burrito (bean)	584	17g	1,605mg
Burrito (beef)	602	14g	1,097mg
Taco (one)	170	11g	236mg
Nachos (regular)	274	17g	250mg
Nachos (beef)	382	19g	541mg
Quesadilla	714	38g	1,305mg
Ramen Soup	384	15g	1,633mg
Potato Soup	570	28g	756mg
Turkey Sandwich	360	11g	417mg
Cheese Burger	350	14g	630mg
Fish Burger	561	29g	872mg
Fish Burger (grilled)	240	8g	270mg
Hot Dog	287	17g	860mg
Pepperoni Pizza	620	27g	1,540mg
Margherita Pizza	185	8g	440mg
Salad (plain)	54	1g	17mg
Salad (dressing)	252	19g	313mg
French Fries	274	14g	300mg

7. Which three menu items have the most **calories**?

quesadilla

pepperoni pizza

beef burrito

8. Which three menu items have the most **fat**?

quesadilla

deep-fried fish burger

potato soup

9. Which three menu items have the most **sodium**?

ramen soup

bean burrito

pepperoni pizza



# Nutrition In A Box: Teacher's Guide



## Lesson 4 Module: Box It Up

### Box It Up Worksheet: Answers, Page 1

1. List each aisle where you can find **whole grains**.

Breads & Chips

Cereals

Pasta & Rice

Baked Goods

2. List each aisle where you can find **proteins**.

Frozen Foods

Meat

Deli

Cereals

Dairy

Canned Foods

3. True or False? Foods placed at "eye level" are the healthiest.

4. True or False? Foods placed at the front of the aisles are the most important.

Products located at the front of the aisle are called "leaders." Stores feature products in these locations for special sales. Companies can also pay stores extra to feature their products in these visible areas.

5. True or False? The ingredients' box is where you find what's inside the food package.

6. True or False? The highest priced foods have the best quality of ingredients.

There are many factors influencing prices. While quality ingredients may be one factor, transportation, storage, manufacturing costs, marketing and branding also play a role in how products are priced.



### Box It Up Worksheet: Answers, Page 1

7. True or False? You should go to the grocery store when you're hungry.

8. True or False? The nutrition facts label is the most important part of the packaging.

While the Nutrition Facts Label shares the nutrient information, the ingredients list shows what's actually in the food/package.

9. True or False? You should make a list of what you need before you go to the grocery store.

10. True or False? It can be helpful to use a nutrition app on your phone to check out foods before you buy them.

Though make sure it's from a reputable producer.





# Nutrition In A Box: Teacher's Guide



## Lesson 4 Module: Home Plate

### Home Plate Activities and Worksheets



**Lesson 4**  
Taking Charge of Your Choices at Home  
**Student Activity Sheet**

### Be Part of the HOME PLAN

Shared meals can benefit your health. Eating with others helps build stronger bonds and social skills. Plus, it helps with shared learning.

Planning shared meals is an important skill. You have to think about how many food items you need, how to best prepare the food and timing. Sometimes, all it takes is an idea or focus food to get started!

**Focus Food**

Usually a focus food is a protein or vegetable. It's the main food or entree. Then you add other foods with it for a full meal.

**It's Time to Build a Home Plan**

**Make a Meal Plan**

Complete the chart with foods that would go well with each meal. Make sure to include foods from the missing food groups to build a complete meal.

BREAKFAST	LUNCH	DINNER
Scrambled eggs	Tuna sandwich on whole-grain bread	Grilled chicken
Grated cheese		
	Apple slices	
		Egg

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**Lesson 4**  
Taking Charge of Your Choices at Home  
**Home Plate Worksheet**

### What's Shared at Your Table?

**The best meals are shared together**

**Cook Together**

**Eat Together**

**Share Together**

**Plan Together**

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**Lesson 4**  
Taking Charge of Your Choices at Home  
**Student Activity Sheet**

### Food Pictionary for HOME PLATE

Mango Orange Apple Banana Berries Kiwi

Frozen veggies Snap peas Baked potato Carrots Mixed green salad Stir-fry

Mixed beans Tilapia fish Ground beef Tofu Broiled chicken Scrambled eggs

Cottage cheese Grated Parmesan Greek yogurt String cheese Swiss cheese Milk

Oats Corn tortillas Quinoa Whole-wheat spaghetti Whole-wheat bread Yakisoba noodles

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**Dairy**  
1% Milk

**Vegetables**  
Romaine Lettuce

**Protein**  
Salmon

**Grains**  
Soba Noodles

**Fruits**  
Watermelon

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Use the Home Plate materials to discuss what foods make a meal at home, and which foods are most popular in different cultures.

Use the materials to provide students with experiences to build their own healthy meals.

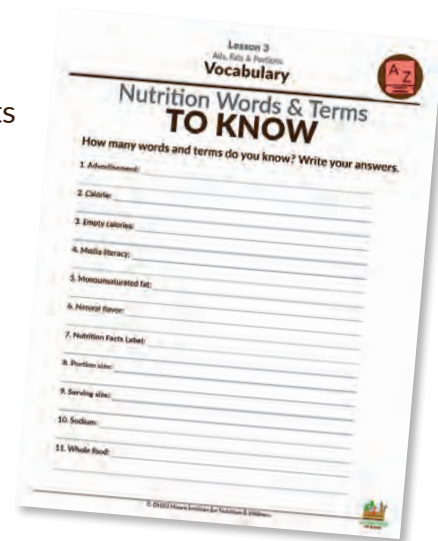


# Nutrition In A Box: Teacher's Guide



## Lesson 4 Vocabulary

A Student Vocabulary Lesson 4 sheet is provided for printing for students to complete individually, or refer to this list to quiz students in groups.



1. **Beverage:** A liquid intended for human consumption.
2. **Broiled:** Intense heat applied to cook.
3. **Deep-fried:** Immersing into hot, nearly-boiled oils or other fats to cook.
4. **Entree:** A main course of a meal.
5. **Fresh:** Food that is not preserved or spoiled.
6. **Perishable:** Food that is likely to spoil if not preserved (canned, refrigerated, freeze-dried, frozen or other process.
7. **Produce:** Refers to farm-produced crops. The term is used in markets, grocery stores and other shops to refer to fruits and vegetables.
8. **Sauteed:** A cooking term for cooking food in a pan or on a grill.
9. **Side:** A term used to group foods that can be added to the main course or entree.
10. **Special:** A term used to highlight a temporary sale or offering.
11. **Traditions:** Customs, beliefs and actions passed on from generation to generation.
12. **Unit price:** The price based on a specific measurement, such as volume or weight.





# Nutrition In A Box: Teacher's Guide

## Supplemental Materials



# NUTRITION IN A BOX



# Nutrition In A Box: Teacher's Guide



## Nutrition Facts Cards

**Nutrition Facts Cards** introduce students to the Nutrition Fact Label required on most foods. While the cards do not offer the complete values per each food, they provide students with all the necessary information to analyze the serving size and many nutrients within foods. Use the cards to present a variety of lesson activities.

**Student-made Nutrition Facts Cards:** Expand the lesson with Nutrition Facts Cards by guiding students to create their own cards. Nutrition In A Box provides a blank template for each of the five food groups that can be printed out for students. The sheets are letter-sized for easy printing. You can choose to have students fill out a food group set, or multiple sheets of one food group to analyze different foods within that group.

**1** Direct students to write their name or group name above the food group banner.

**2** Simply fold the printed sheet in half along the dashed line. Guide students to print the food name on the front line, then either draw an image of the food or attach a photo or picture of the food within the circle area.

**3** The back part of the sheet provides space for adding the nutrition information found in food nutrition fact labels.



## Activity Ideas

- **Set for a Meal:** Guide students to create a card for each food item in their lunch or dinner.
- **Favorite Five:** Guide students to create a card for their favorite food in each food group.
- **Holiday Feast:** Guide students to create a card for at least five foods shared during a holiday.
- **Culture Plate:** Guide students to create a card for certain foods within a particular culture.



# Nutrition In A Box: Teacher's Guide



## Resources

Here is a list of resources (including those listed in this guide) to explore more about nutrition.

FDA food labeling requirements: [fda.gov/regulatory-information/search-fda-guidance-documents/guidance-industry-food-labeling-guide](https://www.fda.gov/regulatory-information/search-fda-guidance-documents/guidance-industry-food-labeling-guide)

Oregon Education Resources: [oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx](https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx)

Oregon State University Food Hero: [foodhero.org](https://www.foodhero.org)

OHSU Bob and Charlee Moore Institute for Nutrition & Wellness: [ohsu.edu/mooreinstitute](https://ohsu.edu/mooreinstitute)

USDA Nutrition Database: [fdc.nal.usda.gov](https://fdc.nal.usda.gov)

USDA MyPlate: [myplate.gov](https://myplate.gov)



# **NUTRITION** **IN A BOX**

