

Food *for* Thought

Dear Educator:

We are pleased to present you with this free, multi-disciplinary educational program, **Food for Thought**, developed in cooperation with the California Olive Industry as part of their ongoing campaign to raise nutritional awareness through outreach to schools and families.

Food for Thought is a standards-based, ready-to-use program designed for use with students in grades 3-5 as a supplement to your health, social studies and mathematics curricula. Through the program's exciting, interactive learning activities, students utilize important thinking, research and math skills as they become more aware of the nutritional value of the foods they eat, learn all about their home state and solve challenging math problems.

We hope you enjoy using **Food for Thought** with your students and we encourage you to share it with your colleagues. Although the materials are copyrighted, you have permission to make as many copies as needed for educational purposes. In addition, we have included three copies of the program wall poster to make sharing even easier.

At LearningWorks, we are constantly working to fulfill the needs of both students and educators. Your feedback is very important to us in this effort, so please take a moment to complete and return the enclosed response card.

Sincerely,



Dr. Dominic Kinsley
Editor in Chief

Please Note: This program can also be viewed and downloaded at the Educator section of the California Olive Industry's web site, www.CalOlive.org.



Food *for* Thought

EDUCATOR'S GUIDE

Introduction

Food for Thought, a multidisciplinary program for grades 3-5, can be incorporated into the health, social studies and math curricula. The interactive lessons use the California Black Ripe Olive as a guide through these different subject areas. The activities are designed to strengthen students' nutrition awareness, to boost confidence in using research skills as they seek knowledge about their states and to reinforce math skills as they complete a variety of math problems.

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Target Audience

Food for Thought is designed for use with students in grades 3-5. The program includes age-appropriate lessons to be used in health, social studies and math classes.

Program Components

1. This teacher's guide includes background information, instructions for implementing the program, answer keys and follow-up activities to extend the lessons.
2. Four reproducible student activity sheets.
3. Three copies of a full-color wall poster designed to complement the program.
4. A reproducible certificate of completion.
5. A teacher response card. Your comments help us create programs that meet your needs and those of your students. Please take a moment to complete and return this card.

Program Objectives

- To help students better understand the nutritional value of the foods they eat.
- To encourage students to make good food choices.
- To educate students about the different kinds of fat.
- To inform students that some fat is needed in their diet.
- To examine how different foods were brought to America by explorers, settlers and immigrants.
- To give students an opportunity to learn more about their own state.
- To help reinforce math skills.

Using the Program

Activity Sheets

Photocopy the activities for students to use as worksheets. The activities that are part of the **Food For Thought** program are designed to build upon one another and are most effective when used in the order in which they are presented. However, since each class of students is unique, we encourage you to use your discretion when presenting the program. For example, you may want to do some of the activities or parts of activities as a group.

Wall Poster

Display the **Food for Thought** classroom poster in a highly accessible area to reinforce the lessons of the program. There are three posters included with this program. Please share the additional copies with your colleagues, along with photocopies of the teacher's guide, activity sheets and certificate of completion.

Certificate of Completion

Make enough copies of the certificate for each student and individualize them by inserting students' names and signing your name. When students have completed the **Food for Thought** program, present each with a personalized Certificate of Completion. These official documents will help students show pride in finishing the program successfully.

ACTIVITY 1 Food for Thought

Objectives

- To increase students' knowledge about good nutrition.
- To encourage students to make good food choices.

Presenting the Activity

Distribute a copy of Activity One to each student. Read the introduction as a class and ask students how much they feel they already know about food. Review the directions and give students time to complete the quiz individually. When all students have completed the quiz, go over each statement asking students to share their responses and discussing the answers.

ANSWERS

1. **Eating a variety of foods each day will provide you with the nutrients your body needs.**

Agree. Choosing a variety of foods within and across food groups improves diet because different foods, even within the same food group, have different combinations of nutrients and other beneficial

substances. For example, some vegetables and fruits might be good sources of vitamin C or vitamin A, while others are good sources of calcium or iron.

2. Foods from the grain group, along with fruits and vegetables, are the foundation of a healthy diet.

Agree. Grain products, vegetables and fruits are an important part of a varied diet. They provide vitamins, minerals, complex carbohydrates and other substances that are important to good health.

3. Olives can be used in a variety of ways.

Agree. California Black Ripe Olives are often enjoyed plain as a snack and are also used in salads, on pizza, in sandwiches and in main dishes.

4. The five-a-day rule means you should eat five times a day.

Disagree. This rule means you should eat five servings of vegetables or fruits each day. You can combine the two: three servings of vegetables and two of fruit, or four of fruit and one vegetable.

5. Strawberry-flavored gum counts as a fruit.

Disagree. Some gums and snacks have artificial flavorings added to them for taste. They do not contain the nutrients found in the real fruit.

6. Olives are a fruit.

Agree. Olives grow on trees. They are harvested in the fall as the fruits mature. When olives are picked from the tree they are green and very bitter tasting. They must go through a curing process before they can be eaten. The California Black Ripe Olive is processed in a curing solution that leaches the bitterness out, giving the olive its firm texture and smooth, mellow taste. The olives then go through several cold water rinses to remove all traces of the curing solution. During these rinses, a flow of air bubbling through the olives produces their natural, rich dark color.

7. Water is not a nutrient.

Disagree. Water is the most important nutrient. It is needed to carry out chemical processes within the body, to carry waste products away and to cool the body.

8. The body gets calories from carbohydrates, fats and proteins.

Agree. The body requires large quantities of these nutrients because they provide us with energy — the fuel to run our bodies.

9. Olives are low in calories.

Agree. The California Black Ripe Olive is low in calories. It ranges from 4 calories in small olives to 12 calories in the super colossal size.

10. Fats found in foods are all the same.

Disagree. Fats found in various foods are not all the same. Some fats are saturated, while others are unsaturated. Too much saturated fat can cause health problems, but unsaturated fat, in moderation, can be beneficial.

11. Some dietary fat is needed for good health and taste.

Agree. Dietary fat is needed to help absorb and use fat-soluble vitamins, nutrients and essential fatty acids. It also helps bring flavor to foods we enjoy.

12. Most American diets contain too much fat.

Agree. Fat often makes up about 40 percent of the total calories consumed each day by most people. Most doctors and experts recommend limiting fat to about 30 percent of daily calories.

FOLLOW-UP ACTIVITIES

1. With the class, tally the answers for each statement, make a table to show the number of correct and incorrect answers for each and then convert the information into a bar graph. Encourage students to share their observations. You might want them to repeat this quiz when you

have completed the program and compare the results.

2. Have students meet in small groups to talk about the kinds of snacks they normally eat. They can make a list of the snacks and brainstorm about what the nutritional content might be. They should bring in the nutrition labels from some of these snacks for future reference.

ACTIVITY 2 Fat Facts

Objectives

- To increase students' understanding of dietary fat.
- To inform students about types of fat.
- To help students read and understand nutrition labels.

Presenting the Activity

Distribute copies of the activity sheet to students. Read the information with students, helping them to understand the difference between saturated and unsaturated fats. You may need to remind students that cholesterol is a fatty substance found in animal tissues. The human body produces cholesterol, but it also enters the body through the foods we eat. Some cholesterol is needed for human health. It makes up a part of the membranes of each cell in the body. It also is used in performing some bodily functions such as producing vitamin D and certain hormones. However, people whose cholesterol levels are high have an increased risk of heart attack. This condition most commonly occurs in people whose diets are high in cholesterol or in saturated fats.

Tell students that checking nutrition labels can help them know what kinds of fat they are consuming and how much. All packaged foods have nutrition labels and information for

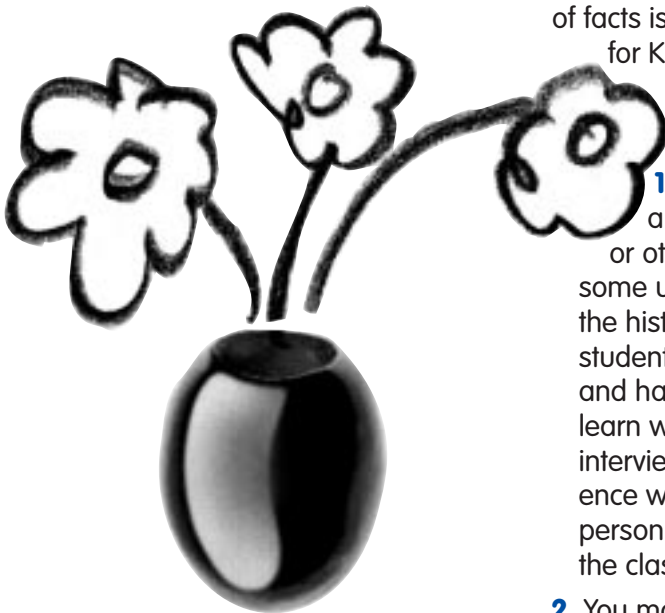
unlabeled foods such as fruits and vegetables often can be found in the produce section.

ANSWERS

1. 25 calories
2. 2 grams
3. monounsaturated
4. yes, it is low in calories, low in fat and even has the "good" kind of fat.

FOLLOW-UP ACTIVITIES

1. Explain to students that often people who want to lose weight turn to the many fat-free products on the market. Consumers often mistakenly believe that fat-free means "eat as much as you want." Unfortunately this is not true. When manufacturers take out fat they often substitute more sugar to increase flavor. Therefore some fat-free products are higher in calories than their regular fat counterparts. Assign students to investigate fat-free products at the supermarket, checking for calories. They can report their findings to the class.
2. Have students meet with their groups again with the snack nutrition labels they brought to school. The group can read the labels for fat content and compare notes.



ACTIVITY 3 Food on the Move

Objectives

- To illustrate to students the rich history of foods in the United States.
- To enhance students' knowledge about their home state.

Presenting the Activity

Direct students' attention to the **Food for Thought** wall poster which shows how foods not native to this country arrived here by highlighting the journey of the olive from Europe to California hundreds of years ago. Today, the black ripe olive is associated with California. Ask students if they can name any other state-product connections (e.g., Idaho-potatoes; Maine-lobsters; Georgia-peaches).

Distribute the activity sheet and provide reference materials, library time and/or Internet time for students to research state information.

ANSWERS

Answers will vary based on state and topic. A good source for verification of facts is the 2002 World Almanac for Kids.

FOLLOW-UP ACTIVITIES

1. Invite students to interview a grandparent, older neighbor or other person who might know some unusual information about the history of your state. Make sure students take notes or tape record and have them share what they learn with the class. If a person interviewed has a personal experience with some state history, that person might be invited to speak to the class.
2. You may want to assign other states to individual students or small groups to research. They can then report their findings to the class.

ACTIVITY 4 Olive Math Objectives

- To reinforce math skills.
- To help students see real-world applications for math skills.

Presenting the Activity

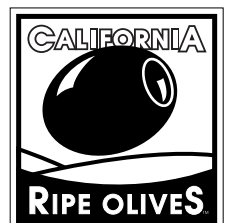
Introduce the activity by telling students that we use our math skills every day, so it is important to keep those skills sharp. Reflect on some math skills students might have used today (e.g., watching the time to see how much they had before catching the bus, figuring out how much money they needed for snack or lunch, estimating how many pieces of paper they might need for a project, etc.). Then have students complete the activity as a class or individually.

ANSWERS

1. six cans
2. seven cans
3. four slices of pizza, eight black ripe olives
4. nine olives
5. three olives should be colored
6. eight olives in each of three bowls
7. one half (1/2)
8. four.

FOLLOW-UP ACTIVITIES

1. Have students keep a journal for the next two or three days in which they write down the times they used math skills during the day. They should total the times for each day. Then have them estimate how many times they use math skills in a week, a month and a year.
2. Encourage students to check the prices on food items the next time they go shopping with their parents. As they watch the cart fill, they should keep a running tally to see if they can predict what the bill will be.



www.CalOlive.org