This document contains Lesson 7: Goal Setting of the 2013 *Nutrition to Grow On: A Garden-Enhanced Nutrition Education Curriculum for Upper Elementary School Children (Second Edition)* prepared under the direction of the Nutrition Services Division, California Department of Education. The entire publication is available at http://www.cde.ca.gov/ls/nu/he/nrttogrow.asp.

Lesson 7

Goal Setting

OBJECTIVES

- To learn how to incorporate some of the dietary guidelines into daily activities
- To learn how to set and reach reasonable goals
- To learn about seed-dispersal mechanisms and create a new variety of seeds

APPLICABLE CONTENT STANDARDS

- English–language arts
- Mathematics
- Science

(See the matrix in Appendix B.)

Materials for In-class Lesson and Activities	Materials for Gardening Activity
Handouts: 7-1 Fruits and Vegetables at Hand 7-2 Become More Physically Active 7-3 Setting Goals "10 tips" MyPlate poster Small bag of potato chips Small bag of pretzels Paper napkins or a paper bag Star stickers (optional)	**Handouts:** 7-4 My Seed Craft items: - pipe cleaners - yarn or ribbon - small cotton balls - paper clips - glue - thin wire - rice grains - toothpicks - beads

Preparation for In-class Lesson and Activities	Preparation for Gardening Activity
Day before the lesson: Photocopy handouts 7-1, 7-2, 7-3, and the "10 tips." Gather materials.	**Day before the lesson:** Photocopy handout 7-4. Gather materials.
Just before the lesson: Display the MyPlate poster at the front of the room. Have students take out their nutrition folders.	

Nutrition Lesson Activities
(60 min.)

1. Review of lesson 6

- Last time we talked about physical activity. In addition to eating healthy foods, it is also important for us to be active.

  Why is it important for us to be physically active? *(To keep us healthy, to keep our muscles strong—especially our hearts)*

- Let's measure our pulse. Is everyone relaxed? (Resting pulse should be around 80 beats per minute.)

2. Dietary Guidelines for Americans

- Remember how government agencies came up with MyPlate and the Nutrition Facts food labels to help us better understand the food groups and the nutrients that are in our foods? Well, they have also come up with several guidelines to help us remember all the things we have talked about so far in our lessons.

- What does the term *guidelines* mean? *(They are not rules but rather a set of goals we should strive to achieve.)*

  There are several dietary guidelines, but we are going to break them down into four goals for this lesson:

  (Go through each guideline one at a time, using the information provided below, and discuss a reasonable goal to achieve each one.)

Follow MyPlate and eat a variety of foods for breakfast, lunch, and dinner.

- What does it mean to eat a "variety" of foods?
  - *Eat foods from each of the food groups.*
  - *Eat many different foods within each food group.*
  - *Eat different parts of the plant.*
  - *Eat foods of different colors.*

- We can use MyPlate as a tool to help us meet this goal. Using the MyPlate poster, review the food groups and recommended amounts of food for each group.

  GOAL: *Choose foods from at least three different food groups for each meal.*

  Breakfast. Try to eat from three different food groups.

  Why is it important to eat breakfast?

  (It provides fuel for the brain, which is especially important on school days.)

  Lunch. Try to eat from four different food groups.

  Dinner. Try to eat from five different food groups.

- How can we do this?

  Objective: To fill in a blank MyPlate with foods that we can try to eat at each meal

  Draw a circle on the board and fill it in as a class. Have one student name foods from three different food groups that he could eat for breakfast. Have another student name foods she could eat for lunch from four different food groups. Have other students name foods they could eat for dinner from five different food groups. Any snacks to add variety? (Make sure you cover all the food groups.) Can you get enough servings from each food group? (To do this, students will probably need to include vegetables as snacks.)

Make half of your plate fruits and vegetables.

Why eat 4 cups of fruits and vegetables every day?

- *They contain many nutrients that we need to stay healthy.*
- *They can be grown in the school garden.*

Eat 1 1/2 cups of fruits and 2 1/2 cups of vegetables each day. One serving equals one medium piece of fruit, 3/4 cup fruit juice, 1/2 cup cut-up fruit, or 1/4 cup dried fruit.

GOAL: *Try to eat at least one fruit or vegetable at each meal. (This is the first step towad making half your plate fruits and vegetables.)*

- How can we do this?

  Objective: To have the students identify at least five fruits and vegetables that they like to eat

  Distribute the Fruits and Vegetables at Hand handout (7-1). Have the students trace their hands onto the paper. Inside each finger they should write the name of a fruit or vegetable they like. They should make sure to include at least two fruits and two vegetables.

Choose snacks that are low in fat.

- How can we compare foods? Here are two methods:

  a. Read food labels and compare two foods (e.g., potato chips and pretzels).

     What % Daily Value of total fat is in the pretzels? In the chips? Which would you choose for a low-fat snack? *(pretzels)*

  b. Use the paper napkin trick.

     Put potato chips and pretzels on separate paper napkins and gently crush them. The chips will leave an oil stain on the napkin when removed. Pretzels, however, leave no oil stain because any moisture is from the water, which will have evaporated.

  Which would you choose for a low-fat snack? *(pretzels)*

- Brainstorm to think of other snack foods that are high or low in fat.
- Should we eliminate all fat from our diets?

  (No, because our bodies do need some fat. We should just try to eat it in moderation.)

  GOAL: *Choose at least one low-fat snack every day.*

- How can we do this?

  Objective: To provide the students with low-fat snack alternatives

  Have the students mention low-fat snack choices. Write these on newsprint for display around the classroom. This will give the students ideas for healthful snacks.

Be physically active every day.

- Choose active rather than inactive games to play. Brainstorm about physical activities that the children like to do.

  (Gardening, basketball, gymnastics, swimming, dancing, running)

- Drink plenty of water daily.
- **GOAL:** *Be physically active for at least 30 minutes every day outside school. Drink an extra glass of water each day.*
- How can we do this?

  Objective: To distinguish between being physically active and physically inactive and to identify physically active things that the students like to do.

  Have the students complete the Become More Physically Active handout (7-2).

3. Review activity

- Goal Sheet: Explain the Setting Goals handout (7-3). Have the students keep track of their progress toward their goals each day for the next four days. Have the class fill in the chart with the days of the week. Assign Day 1 to the day before the lesson was taught. (If possible, try to include a weekend. Most people's habits on a weekend are slightly different from those on a weekday.) There is a blank box at the bottom of the handout for the students to fill in their own individual goal.

  Help the students complete the chart for Day 1. Slowly read through each goal and ask the students to remember whether they met that goal the day before. Students can give themselves a star for each goal they achieve. Have the students take a few minutes every morning for the next few days to complete the charts. Make sure the students realize that this is an individual activity (they will be the only ones looking at it) and that there are no right or wrong answers.

  Once the students have completed the goal sheet, have them chart the number of goals they met each day. This activity may also be done as a class. Make sure those students who did not meet as many goals still feel successful. Students could collect, organize, display, and interpret the data. Have them draw conclusions about whether they met their dietary goals.

Gardening Activity
(30 min.)

Just as we have goals, plants have their own ways of promoting a healthy survival. You may have noticed that sometimes the same plant grows in many different places. For this to happen, seeds travel to different locations. We are going to look more closely at seed dispersal. If possible, bring in some samples of seeds and brainstorm with the students about how seeds disperse. Have the students look around the schoolyard and collect seeds from local plants. Here are some ideas about dispersal methods:

- Smaller, lighter seeds may fly through the air to a new location (e.g., dandelions).
- Pointy seeds may get stuck in an animal's fur and travel with the animal to a new location (e.g., burr).
- Some seeds may be inside delicious fruits that are eaten by animals and then left behind as a waste product in another location (e.g., berries).
- Some seeds may be hollow with a tough outer shell allowing them to float on water (e.g., coconut).

Have the students invent their own seed variety. Have them draw a picture of what their seed would look like by using the My Seed handout (7-4). Encourage them to think about how their seed will travel to a new location and become a new plant. Is the seed light or heavy, large or small, pointy or smooth? Why?

Last, provide the students with a variety of craft materials and let them make a three-dimensional model of their seed. Encourage creativity. And encourage the students to share their model with their classmates by explaining why and how their seed will travel.

(The idea for this activity was provided by Mary Shaw, Solano County Master Gardener, University of California Cooperative Extension.)

Additional Activities

1. Provide a fruit or vegetable snack to help students meet the 5 cups a day goal. This activity can also help them meet the goal of eating a low-fat snack.
2. Have students write on a blank MyPlate after lunch what they ate for breakfast and lunch. Encourage them to think of foods that they could eat as snacks or for dinner to make sure they are eating from all the food groups.
3. Have the students write in their journals about their experience after they have completed the Setting Goals handout (7-3). What did they learn from the activity? Is it something they think they will be able to continue doing without the goal sheet?
4. Take some time to discuss with the students some obstacles they may meet while trying to reach all these goals. Have the class try to think of ways to overcome those obstacles. If several obstacles are mentioned, divide the class into different "task forces" and have each group come up with a solution.

5. Take the students through some guided imagery. Have them close their eyes and pretend that they just came home from school. They are hungry and are looking for a snack. Have them imagine their own kitchen and where all the different foods are. What would be their first snack choice? Is this a healthful choice? Is there a more healthful choice? Have the students imagine putting down the first snack choice and looking around for a second. Imagine eating the more healthful snack choice. Remind the students before they leave school to think about this when they get home and head for that snack.

6. Compare the fat content of snack items that are familiar to the students.

   Encourage the students to think of low-fat substitutions.

7. Have students keep track of their family's fruit and vegetable consumption.

8. Ask a member of the cafeteria staff to talk to the class about what is being done in the kitchen to provide healthful foods.

9. Arrange for the class to go on a tour of a farmers market or supermarket to learn more about fruits and vegetables. (See Appendix D for a Web site that features locations of farmers markets in your area.)

10. Have the students look more closely at some of the crops being grown in their county. Find out when those plants first started growing in that area. Where were the crops seen before? Speculate about how the seeds may have traveled to new and faraway places due to the size and shape of the seed.

Background Information

Make sure the goals set are realistic and desirable. Some students may take longer to reach the same goals that other students are already achieving. Most of these goals can be met only over the course of two to three days. Therefore, students may find it difficult to meet all the goals every day. Encourage them to set different goals on different days to make them more attainable.

The *Dietary Guidelines for Americans,* 2010, contains the following recommendations:

Build a healthy plate

Before you eat, think about what goes on your plate or in your cup or bowl. Foods such as vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods contain the nutrients you need without too many calories. Try some of these options.

- Make half your plate fruits and vegetables.
- Switch to skim or 1% milk.
- Make at least half your grains whole.
- Vary your protein food choices.
- Keep your food safe to eat (learn more at http://www.FoodSafety.gov).

Cut back on foods high in solid fats, added sugars, and salt

Many people eat foods with too much solid fats, added sugars, and salt (sodium). Added sugars and fats load foods with extra calories you do not need. Too much sodium may increase your blood pressure.

- Choose foods and drinks with little or no added sugars.
- Look out for salt (sodium) in foods you buy—it all adds up.
- Eat fewer foods that are high in solid fats.

Eat the right amount of calories for you

Everyone has a personal calorie limit. Staying within yours can help you get to or maintain a healthy weight. People who are successful at managing their weight have found ways to keep track of how much they eat in a day, even if they do not count every calorie.

- Enjoy your food, but eat less.
- Cook more often at home, where you are in control of what is in your food.
- When eating out, choose lower-calorie menu options.
- Write down what you eat to keep track of how much you eat.

Be physically active your way

Pick activities that you like and start by doing what you, at least 10 minutes at a time. Every bit adds up, and the health benefits increase as you spend more time being active.

Note to parents: What you eat and drink and your level of physical activity are important for your own health and also for your children's health.

You are your children's more important role model. Your children pay attention to what you do more than what you say.

You can do a lot to help your children develop healthy habits for life by providing and eating healthy meals and snacks. For example, don't just tell your children to eat their vegetables—show them that you eat and enjoy vegetables every day. For more information, visit the following Web site: http://www.choosemyplate.gov/print-materials-ordering/dietary-guidelines.html

NAME: **DATE:**

Handout 7-1

Fruits and Vegetables at Hand

Directions: Trace your hand in the space provided below. Inside each finger write one of your favorite fruits or vegetables. Think of at least two fruits and two vegetables. You may choose either a fruit or a vegetable for the fifth finger.

NAME: **DATE:**

Handout 7-2

Become More Physically Active

Directions: For each pair, circle the action that is more physically active.

1.	Watch TV	OR	work in the garden
2.	Walk the dog	OR	play video games
3.	Play soccer	OR	take a nap
4.	Ride in a car	OR	ride a bike
5.	Play outside with friends	OR	talk on the phone to friends

My Favorite Activities

To stay healthy, I need to be physically active for at least 30 minutes every day. Here are some of my favorite activities that I could do:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

(Draw on the back of this sheet a picture of a favorite physical activity.)

Goal: I will try to do one activity from this list every day.

(Don't forget to drink water!)

NAME: **DATE:**

Handout 7-3

Setting Goals

Directions: Give yourself a star each time you meet one of your goals for the next four days. Then add the number of goals you met each day and write it in the box at the bottom. Try to meet more of your goals each day.

GOAL	Day 1	Day 2	Day 3	Day 4
I ate from all of the food groups.				
I ate a fruit or vegetable at every meal.				
I chose a low-fat snack.				
I was physically active.				
I drank an extra glass of water.				
NUMBER OF GOALS I MET EACH DAY				

NAME: **DATE:**

Handout 7-4

My Seed

How will your seed travel from one location to another?

Will your seed be big or small? Heavy or light?

What is special about your seed?

Directions: Invent your very own seed! Draw a picture of what it would look like in the space provided below. Use your answers to the questions to help you design your seed.

10 tips
Nutrition Education Series

use **SuperTracker** your way

10 tips to get started

SuperTracker is an online tool where you can get a personalized nutrition and activity plan. Track what you eat and your activities to see how they stack up, and get tips and support to help you make healthy choices.

1 create a profile

Enter information about yourself on the **Create Profile** page to get a personal calorie limit and food plan; register to save your data and access it any time.

2 compare foods

Check out **Food-A-Pedia** to look up nutrition info for over 8,000 foods and compare foods side by side.

3 get your plan

View **My Plan** to see your daily food group targets—what and how much to eat within your calorie allowance.

4 track your foods and activities

Use **Food Tracker** and **Physical Activity Tracker** to search from a database of over 8,000 foods and nearly 800 physical activities to see how your daily choices stack up against your plan; save favorites and copy for easy entry.

5 build a combo

Try **My Combo** to link and save foods that you typically eat together, so you can add them to meals with one click.

6 run a report

Go to **My Reports** to measure progress; choose from six reports that range from a simple meal summary to an indepth analysis of food group and nutrient intakes over time.

7 set a goal

Explore **My Top 5 Goals** to choose up to five personal goals that you want to achieve. Sign up for **My Coach Center** to get tips and support as you work toward your goals.

8 track your weight

Visit **My Weight Manager** to enter your weight and track progress over time; compare your weight history to trends in your calorie intake and physical activity.

9 record a journal entry

Use **My Journal** to record daily events; identify triggers that may be associated with changes in your health behaviors and weight.

10 refer a friend!

Tell your friends and family about **SuperTracker**; help them get started today.

USDA United States Department of Agriculture
Center for Nutrition Policy and Promotion

Go to www.ChooseMyPlate.gov for more information.

DG TipSheet No. 17
December 2011
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10 consejos
Serie de educación en nutrición

use **SuperTracker** a su manera

10 consejos para empezar

SuperTracker es una herramienta en internet donde se puede obtener un plan personalizado de actividades y nutrición. Establezca el recor de lo que come y de sus actividades para ver cómo se integran, y obtenga consejos y apoyo para ayudar a tomar decisiones saludables. El "SuperTracker está disponible sólo en inglés.

1 cree un perfil

Introduzca información acerca de usted en la página "Create Profile" para obtener un plan personal de alimentos y su límite de calorías; regístrese para guardar sus datos y tener acceso en cualquier momento.

2 compare alimentos

Consulte "Food-A-Pedia" para buscar información de nutrición de más de 8,000 alimentos y compárelos unos con otros.

3 obtenga su plan

En "My Plan" podrá ver sus metas diarias para cada grupo de alimentos; qué y cuánto debe comer dentro de las calorías que tiene asignadas.

4 realice un seguimiento de sus actividades y alimentos

Use el "Food Tracker" y el "Physical Activity Tracker" para buscar en una base de datos de más de 8,000 alimentos y casi 800 actividades físicas y vea cómo sus opciones diarias se integran con respecto a su plan; guarde sus favoritos y copie para una entrada fácil.

5 construya un combo

Ensaye "My Combo" para enlazar y guardar alimentos que suele comer juntos, de manera que pueda agregarlos a las comidas con un solo clic.

6 ejecute un informe

Vaya a "My Report" para medir el progreso; elija entre seis informes que van desde un simple resumen de comida a un análisis profundo del grupo de alimentos y nutrientes ingeridos en un tiempo determinado.

7 establezca una meta

Explore "My Top 5 Goals" para elegir hasta cinco metas personales que desee lograr. Regístrese en "My Coach Center" para obtener consejos y apoyo mientras trabaja para lograr sus objetivos.

8 haga un seguimiento de su peso

Visite "My Weight Manager" para introducir su peso y hacer un seguimiento en el tiempo; compare su historia de peso con sus tendencias en el consumo de calorías y la actividad física.

9 lleve un diario

Use "My Journal" para registrar eventos diarios; identifique los cambios en su cuerpo o comportamientos que pudieran estar asociados con cambios en su salud o peso.

10 remita a un amigo

Informe a sus amigos y familiares sobre "SuperTracker"; ayúdeles a empezar hoy.

USDA Centro para Políticas y Promoción de la Nutrición

Visite www.ChooseMyPlate.gov para obtener más información.

DG TipSheet No. 17
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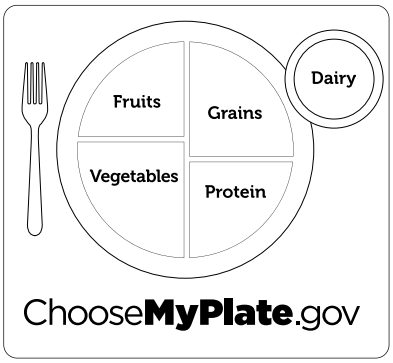
EL USDA es un proveedor y empleador que ofrece igualdad de oportunidades para todos.

Family Activity

Here are some activities to help you remember the four goals.



Goal #1

How much should we try to eat from each food group? Write that number on MyPlate on the left. (You can find the answers in handout 4-2.)

Color in the food groups that you have eaten from today.

Goal #2

On the lines below, list five of your family's favorite fruits and vegetables. See if you can eat at least one serving of these five foods each day to meet your goal. Listed below are some examples for each meal.

LUNCH
carrots
apple
juice

_____
_____
_____

BREAKFAST
Bananas
strawberries

_____
_____

DINNER
Green salad, corn, oranges

Goal #3

List some of your favorite low-fat snacks. Try choosing one of these after school instead of cookies or candy. Remember to read food labels to determine whether the food is low in fat.

_____ _____
_____ _____

Goal #4

Have you been physically active for at least 20 minutes today? What did you do?

_____

If you were not active today, plan now what you are going to do tomorrow.
Don't forget to drink water!