



[Workbook](#) / [All Program Files](#)

Note: All lesson scripts can be found in the notes portion of each individual PowerPoint slide.

To download/print documents from Canva: Click link → File → Download → File type → PDF Print → Download

| Lesson                                                                                                           | Objective                                                                                                                                                                                                                                                                                                                                | Key Vocabulary                                                                             | PowerPoint                               | Activity                                                                                                                                                                                                                                                                                        | Materials                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Introduction to Program/ MyPlate Your Plate!</b><br><i>(Implemented by Child Nutrition Educator)</i>       | <ul style="list-style-type: none"> <li>Students will be introduced to the Hunger Task Force and Garden to Plate Program</li> <li>Complete 2 Pre-Surveys (Curriculum Pre and FV Pre)</li> <li>Identify foods from each of the MyPlate five food groups.</li> <li>Identify foods that are healthy and unhealthy for our bodies.</li> </ul> | MyPlate<br>Fruits<br>Vegetables<br>Grain<br>Protein<br>Dairy                               | <a href="#">Classroom Visit PPT.pptx</a> | Pre-Curriculum Survey ( <a href="#">Eng/Span</a> )<br>F/V Survey ( <a href="#">Eng/Span</a> )<br><br>MyPlate Decorating Activity or MyPlate Color Coding ( <i>workbook page 4</i> )                                                                                                             | Pre-Curriculum survey ( <i>administered and collected by Child Nutrition Educator</i> )<br><br><a href="#">Hunger Task Force Workbook</a> ( <i>pages 1-7</i> )<br>Paper Plate<br>White Paper cups<br>Coloring supplies<br>Pencil<br>Grapes, raisins, cucumbers, pickles |
| <b>2. <u>Required:</u> Portion Distortion</b><br><i>(Implemented by classroom teacher after classroom visit)</i> | <ul style="list-style-type: none"> <li>Identify the appropriate amount of food from each food group that is needed each day.</li> <li>Choose moderate portions of healthy foods</li> </ul>                                                                                                                                               | Portion Distortion<br>Serving MyPlate<br>Fruits<br>Vegetables<br>Grain<br>Protein<br>Dairy | <a href="#">Portions.pptx</a>            | <a href="#">Portion Size Scavenger Hunt</a> ( <i>workbook page 11</i> )<br><a href="#">Portion Sizes: Food Groups</a> ( <i>workbook pages 11-12</i> )<br><a href="#">Portion Sizes: Drawing Challenge</a> ( <i>workbook pages 13-15</i> )<br>**At least <b>one</b> activity must be completed** | <a href="#">Hunger Task Force Workbook</a> ( <i>pages 7-15</i> )<br>Pencil<br>Coloring supplies (if doing activity option 4)                                                                                                                                            |
| <b>3. <u>Required:</u> Go-Slow-Whoa</b><br><i>(Implemented by classroom teacher)</i>                             | <ul style="list-style-type: none"> <li>Identify foods from each of the five food groups.</li> </ul>                                                                                                                                                                                                                                      | GO Food<br>SLOW Food<br>WOAH Food                                                          | <a href="#">Go Slow Whoa.pptx</a>        | <a href="#">Go-Slow-Whoa Stoplight</a> ( <i>workbook page 19</i> )<br><a href="#">Go-Slow-Whoa sort by coloring</a> ( <i>workbook page 20</i> )                                                                                                                                                 | <a href="#">Hunger Task Force Workbook</a> ( <i>pages 16-22</i> )<br>Large white construction paper                                                                                                                                                                     |

|                                                                                                                    |                                                                                                                                                                                                                                                                  |                                                                              |                                              |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                    | <ul style="list-style-type: none"> <li>Identify foods that are most healthy and least healthy for our bodies</li> <li>Identify healthy eating patterns influenced by the nutritious value of a variety of foods</li> </ul>                                       |                                                                              |                                              | <a href="#">Go-Slow-Woah Color-Coded Word Search</a><br><i>(workbook pages 21-22)</i><br><b>**At least one activity must be completed**</b>                                       | Coloring supplies<br>Pencil                                                                                                                                                                                                                                                                                                                                                                   |
| <b>4. <u>Required:</u> Nutrients for YOU!</b><br><i>(Implemented by classroom teacher before final field trip)</i> | <ul style="list-style-type: none"> <li>Identify the nutrients your body needs.</li> <li>Recognize foods that are high in nutrients</li> <li>Understand that each nutrient serves a different function that benefits the well-being of our body</li> </ul>        | Nutrient<br>Carbohydrates<br>Fat<br>Vitamins<br>Minerals<br>Protein<br>Water | <a href="#">Nutrients for You.pptx</a>       | <a href="#">NutrientMan</a> <i>(workbook page 26-28)</i>                                                                                                                          | <a href="#">Hunger Task Force Workbook</a><br><i>(pages 23-28)</i><br>Coloring supplies<br>Round head fastener<br>Scissors                                                                                                                                                                                                                                                                    |
| <b>5. <u>Optional for Incentive:</u> Positive Food Language</b><br><i>(Implemented by classroom teacher)</i>       | <ul style="list-style-type: none"> <li>Use positive language around food.</li> <li>Understand the impact that positive language around food has on themselves and others.</li> </ul>                                                                             | <i>(Phrases)</i><br>It's not for me<br>No thank you                          | <a href="#">Positive Food Language.pptm</a>  | <a href="#">Positive Food Language Activity</a><br><i>(workbook page 31)</i>                                                                                                      | <a href="#">Hunger Task Force Workbook</a><br><i>(pages 29-31)</i><br>Pencil<br>Coloring supplies                                                                                                                                                                                                                                                                                             |
| <b>6. <u>Optional for Incentive:</u> Let's Get Active!</b><br><i>(Implemented by classroom teacher)</i>            | <ul style="list-style-type: none"> <li>Identify the two different types of exercise.</li> <li>Locate and calculate your pulse during rest and activity.</li> <li>Understand why pulse varies depending on the level of activity a body is engaging in</li> </ul> | Exercise<br>Aerobic<br>Anaerobic<br>Pulse                                    | <a href="#">Let's Get Active!.pptx</a>       | <a href="#">All About My Pulse Activity</a><br><i>(workbook page 35-36)</i>                                                                                                       | <a href="#">Hunger Task Force Workbook</a><br><i>(pages 32-36)</i><br>Stopwatch/timer <i>(ideally 1 per student)</i><br>Pencil<br>Coloring supplies <i>(if completing extension activity)</i>                                                                                                                                                                                                 |
| <b>7. <u>Optional for Incentive:</u> MyPlate Food Group Posters</b><br><i>(Implemented by classroom teacher)</i>   | <ul style="list-style-type: none"> <li>Identify foods from each of the five food groups.</li> <li>Specialize in creating a visual teaching of one of the five food groups.</li> </ul>                                                                            | MyPlate<br>Fruits<br>Vegetables<br>Grains<br>Protein<br>Dairy                | <a href="#">Lesson 7 MyPlate Food Groups</a> | <a href="#">Food Group Poster Guide</a><br><i>(workbook page 40)</i><br><b>**Divide students into partners/groups, there can be more than one poster per food group if needed</b> | <a href="#">Hunger Task Force Workbook</a><br><i>(pages 37-40)</i><br>Large Sheet of butcher paper or Post-It Poster Paper<br><i>(Contact Hunger Task Force to have this delivered to you in advance!)</i><br>Coloring supplies<br>Pencil<br><a href="#">Printed pictures of various foods</a> <i>(Contact Hunger Task Force to have this printed, cut, and delivered to you in advance!)</i> |

|                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                       |                                                              |                                                                                                                                                                                    |                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>8. <u>Optional for Incentive:</u></b><br/> <b>What's on a Nutrition Label?</b><br/> <i>(Implemented by classroom teacher)</i></p> | <ul style="list-style-type: none"> <li>• Understand the importance of nutrition labels and their function</li> <li>• Locate different informational items on a nutrition label</li> <li>• Identify the six parts of a nutrition label</li> <li>• Identify the seven steps of reading a nutrition label</li> <li>• Interpret daily values as “low” or “high” to influence healthy eating habits</li> </ul> | <p>Nutrition Label<br/> Ingredients<br/> Nutrients<br/> Serving Size<br/> Calories<br/> Fat (Total, Saturated, Trans)<br/> Sodium<br/> Cholesterol<br/> Fiber<br/> Vitamin A<br/> Vitamin C<br/> Calcium<br/> Iron<br/> Daily Value<br/> Footnote</p> | <p><a href="#">Lesson 8: What's on a Nutrition Label</a></p> | <p><a href="#">Nutrition Label Reading This or That? High or Low?</a><br/> <i>**At least one activity must be completed to count towards incentive reward**</i></p>                | <p><a href="#">Food Label Cards</a> hung up or distributed around room<br/> Pencil</p>                                                                                                                     |
| <p><b>9. <u>Optional for Incentive:</u></b><br/> <b>Sippin' Smart</b><br/> <i>(Implemented by classroom teacher)</i></p>                | <ul style="list-style-type: none"> <li>• Understand the difference between natural sugar and added sugar</li> <li>• Identify foods that have natural sugar versus added sugar</li> <li>• Identify low-sugar beverages to help reduce added sugar intake</li> <li>• Understand the importance of reducing and how to reduce added sugars</li> </ul>                                                        | <p>Natural Sugar<br/> Added Sugar<br/> Water<br/> Infused Water<br/> Herbs</p>                                                                                                                                                                        | <p><a href="#">Lesson 9: Sippin' Smart</a></p>               | <p><a href="#">Infused Water Design a Water Bottle Added Sugars Bar Graph</a><br/> <i>**At least one activity must be completed to count towards incentive reward**</i></p>        | <p>Coloring supplies<br/> <br/> <i>**If you would like to implement this lesson and have ingredients dropped off to make infused water with students, reach out to Hunger Task Force to coordinate</i></p> |
| <p><b>10. Farm Field Trip (Franklin, WI)</b><br/> <i>(Implemented by Child Nutrition Educator)</i></p>                                  | <ul style="list-style-type: none"> <li>• Students will be introduced to the Hunger Task Force Farm and its purpose.</li> <li>• Students will be introduced to the physical activity, kitchen, and participate in a taste test</li> <li>• Understand the six parts of a plant and the role of each part</li> <li>• Understand that all food comes from the ground.</li> </ul>                              | <p>Farm<br/> Fresh<br/> Healthy<br/> Roots<br/> Stem<br/> Leaf<br/> Flower<br/> Seed<br/> Fruit<br/> Sunlight<br/> Space</p>                                                                                                                          | <p>No PowerPoint</p>                                         | <p>Farm Tour<br/> School Garden<br/> Kitchen/Tasting Experience<br/> Physical Activity<br/> Surveys (Spring season only)<br/> <i>(Implemented by Child Nutrition Educator)</i></p> | <p><i>No supplies/materials need to be brought by the classroom teacher unless students are having lunch at Farm.</i></p>                                                                                  |

|                                                                                                        |                                                                                                                                                                                                                                                                                                                                               |                                                                                             |                                              |                                                                                                                                                                   |                                                                           |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
|                                                                                                        | <ul style="list-style-type: none"> <li>Participate in bed tending, planting, harvesting, and caring for fresh fruits and vegetables.</li> <li>Observe pollinators and understand their role in healthy food growth.</li> </ul>                                                                                                                | Air<br>Water<br>Pollinator<br>Bee (queen, worker, drone)<br>Pollination<br>Honey            |                                              |                                                                                                                                                                   |                                                                           |
| <b>11. Cooking Field Trip (West Milwaukee, WI)</b><br><i>(Implemented by Child Nutrition Educator)</i> | <ul style="list-style-type: none"> <li>Understand how to cook a healthy and fresh recipe.</li> <li>Students will be introduced to recipe language and structure.</li> <li>Students will be introduced to and practice using kitchen safety.</li> <li>Students will practice using MyPlate as a guide when preparing/enjoying food.</li> </ul> | Slice<br>Mince<br>Spread<br>Mix<br>Juice<br>Fruit<br>Vegetable<br>Grain<br>Protein<br>Dairy | <i>Projected by Child Nutrition Educator</i> | Group review<br>Decode our Recipe<br>MyPlate Recipe-Check<br>Cook<br>Taste-test<br>Surveys (Fall season only)<br><i>(Implemented by Child Nutrition Educator)</i> | <i>No supplies/materials need to be brought by the classroom teacher.</i> |

*This institution is an equal opportunity provider and employer.*

## Wisconsin Standards for Nutrition

The Wisconsin Standards for Nutrition are intended to guide nutrition education for students and communities. Wisconsin Department of Public Instruction (DPI) developed standards to support Wisconsin educators in implementing nutrition education in schools and communities. The published document can be found here: <https://dpi.wi.gov/sites/default/files/imce/team-nutrition/pdf/nutrition-standards-2022.pdf>  
Standards highlighted below reflect the third through fifth grade student demographic.

### Lesson 1: Introduction to Garden to Plate/MyPlate Your Plate!

- NEG1.a: Understand that a variety of food and beverages provide energy that help the body grow and develop.
- NL1.b.3.i: Understand how food and beverage choices impact overall health and wellbeing.
- NL1.b.4.i: Understand how different food and beverages fit within a healthy eating pattern.
- NP1.a.2.i: Understand the concept of eating the amount and variety of foods and beverages as part of a healthy eating pattern
- ICF1.a.4.i: Identify foods by physical and sensory characteristics — shape, taste, color, texture, etc.
- ICF1.b.4.i: Categorize foods into the basic food groups.

### Lesson 2: Portion Distortion

- NEG1.c: Differentiate between body signals that indicate hunger versus feeling full/satisfied.

### Lesson 3: Go-Slow-Whoa!

- ICF1.b.4.i: Categorize foods into the basic food groups.
- NEG1.a.4.i: Identify why people need to eat different kinds of food to fuel their bodies.

### Lesson 4: Nutrients for YOU!

- ICF1.a.3.i: Identify different essential nutrients.

### EA Field Trip:

- ICF1.a.4.i: Identify foods by physical and sensory characteristics — shape, taste, color, texture, etc.
- NP1.a.2.i: Understand the concept of eating the amount and variety of foods and beverages as part of a healthy eating pattern
- ICF1.b.4.i: Categorize foods into the basic food groups.
- FS1.a.4.i: Explain the importance of handwashing during food preparation.

### Farm Field Trip:

- ICF1.a.4.i: Identify foods by physical and sensory characteristics — shape, taste, color, texture, etc.
- NP1.a.2.i: Understand the concept of eating the amount and variety of foods and beverages as part of a healthy eating pattern
- ICF1.b.4.i: Categorize foods into the basic food groups.
- FS1.a.4.i: Explain the importance of handwashing during food preparation.