

ĀINA In Schools Grade 2 Nutrition Lessons empower students to make healthy food choices by focusing on the following key concepts: eating foods that are close to the source; protective foods with vitamins, minerals, and fiber; energy foods with whole grains; body-building foods with protein and calcium; brain foods with high quality fats; caution foods that are high in sugar, fat, and salt. Lessons also include evaluating foods by reading food labels and finding “red flag” ingredients and considering the environmental impacts of our food choices.

## RECOMMENDED GRADE LEVEL

Grade 2

*This unit is easily adaptable for other grade levels.*

## LESSON DELIVERY

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



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

The ĀINA Food Guide is a central piece of the ĀINA In Schools Nutrition Curriculum and is a tool students and their families can use to make healthy eating choices. It depicts familiar, locally available foods split into five food categories that are defined by the health impacts they have on our bodies: Protective, Energy, Body-Building, Brain and Caution Foods. Whole foods, like vegetables, fruits, nuts, legumes and whole grains, are as close to their natural form as possible. The phrase, “close to the source” will be a recurring theme throughout this curriculum as we help students understand that these foods are whole, unprocessed, and not only good for us but also good for the environment.



## A POSITIVE APPROACH

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

## CLOSE TO THE SOURCE SNACKS

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

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

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

## LESSON EXTENSIONS

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

## NEED HELP?

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

- [aina@kokuahawaiifoundation.org](mailto:aina@kokuahawaiifoundation.org)
- (808) 638-5145

## ‘ĀINA In Schools Nutrition Lessons - Grade 2

Lesson 1	Lesson 2	Lesson 3	Lesson 4
‘ĀINA IS...A Foundation for Good Health	Protective Plant Parts	Whole Grain Investigators	Food Choices for Your Environment
<b>ACADEMIC STANDARDS: Grade 2 Alignment</b>			
<b>SUGGESTED DELIVERY TIMES FOR FALL SEMESTER (3 to 5 weeks apart)</b>			
September	October	November	December
<b>LESSON OVERVIEW</b>			
<b>Key Concepts</b> <ul style="list-style-type: none"> <li>• ‘Āina</li> <li>• ‘ĀINA Food Guide</li> <li>• Protective Foods, Energy Foods, Body-Building Foods, Brain Foods, Caution Foods</li> <li>• Close to the Source Foods</li> </ul>	<b>Key Concepts</b> <ul style="list-style-type: none"> <li>• Protective Foods</li> <li>• Edible Plant Parts: Roots, Stems, Leaves, Seeds, Flowers, and Fruit</li> <li>• Daily Fruit and Vegetable Servings</li> </ul>	<b>Key Concepts</b> <ul style="list-style-type: none"> <li>• Energy Foods</li> <li>• Exploring Whole Grain Foods</li> <li>• Bran, Germ, and Endosperm</li> <li>• Processing and processed foods</li> </ul>	<b>Key Concepts</b> <ul style="list-style-type: none"> <li>• Ahupua‘a</li> <li>• Food Systems</li> <li>• Food Miles</li> <li>• Environmental Impacts of Food Choices</li> <li>• Environmental Stewardship</li> </ul>
<b>Introduction</b> Discuss and provide an overview of the ‘ĀINA Food Guide and its five food groups.	<b>Introduction</b> Define Protective Foods as fruits and vegetables with vitamins, minerals, and fiber that protect us from illness.	<b>Introduction</b> Discuss Energy Foods as complex carbohydrates such as whole grains and starchy fruits and vegetables that provide long-lasting energy.	<b>Introduction</b> Discuss the ahupua‘a system as a food system we can learn from. Describe how our food choices can impact the environment.
<b>Activities:</b> <b>1) Close to the Source Apple Activity</b> Students determine which foods are closest and farthest from the source. <b>2) Sorting the ‘ĀINA Food Guide</b> Students categorize various foods into their respective ‘ĀINA Food Groups.	<b>Activities:</b> <b>1) Plant Part Guessing Game</b> Students guess which edible plant parts are being referred to as plant part functions, characteristics, and examples are read aloud. <b>2) Plant Part Groups</b> Students organize themselves into six plant part groups and make presentations about their respective groups, listing samples of edible plant parts and their plant part function.	<b>Activities:</b> <b>1) Whole Grain Matching</b> Students match whole grains with their processed pairs and look for the word “whole” to identify whole grains on ingredients lists. <b>2) Finding Whole Grain Ingredients</b> Students search ingredients for the word “whole” to identify whole grains.	<b>Activities:</b> <b>1) Food System Mapping</b> Students map the journeys of an imported and a locally grown banana, tracking food miles and identifying resources and environmental impacts along the way. <b>2) Comparing Food Systems</b> Students identify which banana is closest to the source.
<b>Close to the Source Snack</b> • Poi Smoothie	<b>Close to the Source Snack</b> • Bird’s Nest Salads (including all six plant parts)	<b>Close to the Source Snack</b> • Whole Grain Crackers with Hummus	<b>Close to the Source Snack</b> • Imported and Local Banana Comparison
<b>Student Worksheets</b> • The ‘ĀINA Food Guide	<b>Student Worksheets</b> • Edible Plant Parts Worksheet • 5 Favorites Worksheet	<b>Student Worksheets</b> • Whole Grain Matching	<b>Student Worksheets</b> • Which Banana Is Closest to the Source?
<b>Take Home Information</b> • Lesson Summary • Poi Smoothie Recipe	<b>Take Home Information</b> • Lesson Summary • Bird’s Nest Salad Recipe • Eating a Rainbow Family Activity	<b>Take Home Information</b> • Lesson Summary • Whole Grain Scavenger Hunt	<b>Take Home Information</b> • Lesson Summary • Banana Sorbet Recipe • Healthy & Waste-Free Lunches Guide • Plastic Free Hawai‘i Family Activity

## ĀINA In Schools Nutrition Lessons - Grade 2

Lesson 5	Lesson 6	Lesson 7	Lesson 8
<b>Food to Grow On</b>	<b>Food for Thought</b>	<b>Label Detectives</b>	<b>ĀINA Year In Review</b>
<b>ACADEMIC STANDARDS: Grade 2 Alignment</b>			
<b>SUGGESTED DELIVERY TIMES FOR SPRING SEMESTER (3 to 5 weeks apart)</b>			
January	February	March	April
<b>LESSON OVERVIEW</b>			
<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Body-Building Foods</li> <li>• Close to the Source Protein and Calcium</li> </ul>	<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Brain Foods</li> <li>• High Quality Fats</li> </ul>	<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Caution Foods</li> <li>• Label Reading</li> <li>• “Red flag” Ingredients: Hydrogenated Oils, Added Salt, Added Sugars, Artificial Colors and Flavors</li> </ul>	<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Review all Key Concepts Learned Throughout the Year</li> <li>• ĀINA Food Groups: Protective, Energy, Body-Building, Brain, and Caution Foods</li> </ul>
<p><b>Introduction</b></p> <p>Define Body-Building Foods, which contain protein and calcium and help us to grow. These foods come from both animal and plant sources.</p>	<p><b>Introduction</b></p> <p>Discuss Brain Foods, which are high quality fats and oils that help us to learn and remember things. These foods have several benefits.</p>	<p><b>Introduction</b></p> <p>Discuss Caution Foods and how Nutrition Facts Labels and Ingredients Lists can be used to limit our intake of red flag ingredients.</p>	<p><b>Introduction</b></p> <p>Summarize topics covered over the school year.</p>
<p><b>Activities:</b></p> <p><b>1) Close to the Source Body-Building Foods</b> Students determine which foods are closer to the source.</p> <p><b>2) Body-Building Venn Diagram</b> Students sort body-building foods containing protein and calcium in a “human Venn diagram, identifying foods that are high in: protein only, calcium only, or both.</p> <p><b>2) Salsa Preparation</b> Students take part in preparing a black bean salsa.</p>	<p><b>Activities:</b></p> <p><b>1) High vs. Low Quality Fats Sorting Activity</b> Students sort a variety of fat-containing foods, determining which are higher in quality.</p> <p><b>2) Guacamole Preparation</b> Students take part in preparing guacamole made with locally grown avocados, which contain high quality fat.</p>	<p><b>Activities:</b></p> <p><b>1) Looking for Clues Activity</b> Students compare the ingredients lists of similar food and beverage items, identifying which has more red flag ingredients and which is closest to the source.</p> <p><b>2) Trail Mix Preparation</b> Students prepare their own close to the source trail mix.</p>	<p><b>Activities:</b></p> <p><b>1) Team Poster Making</b> Students create posters on the key concepts covered over the year, focusing on the ĀINA Food Guide.</p> <p><b>2) Team Presentation</b> Student teams present their posters to their class, stating how their assigned food group keeps us healthy; examples of foods in their group; and students’ favorite foods. Teams also share a fun pose or dance move that expresses the importance of their food group.</p>
<p><b>Close to the Source Snack</b></p> <ul style="list-style-type: none"> <li>• Body-Building Salsa with Whole Grain Tortilla Chips</li> </ul>	<p><b>Close to the Source Snack</b></p> <ul style="list-style-type: none"> <li>• “Brainy Guacamole” with Cucumber “Chips”</li> </ul>	<p><b>Close to the Source Snack</b></p> <ul style="list-style-type: none"> <li>• Build-Your-Own Trail Mix</li> </ul>	<p><b>Close to the Source Snack</b></p> <ul style="list-style-type: none"> <li>• Poi Smoothie</li> </ul>
<p><b>Student Worksheets</b></p> <ul style="list-style-type: none"> <li>• Protein and Calcium Foods</li> </ul>	<p><b>Student Worksheets</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>	<p><b>Student Worksheets</b></p> <ul style="list-style-type: none"> <li>• Looking for Clues</li> </ul>	<p><b>Student Worksheets</b></p> <ul style="list-style-type: none"> <li>• ĀINA Year in Review</li> </ul>
<p><b>Take Home Information</b></p> <ul style="list-style-type: none"> <li>• Lesson Summary</li> <li>• Body-Building Salsa Recipe</li> </ul>	<p><b>Take Home Information</b></p> <ul style="list-style-type: none"> <li>• Lesson Summary</li> <li>• Guacamole Recipe</li> </ul>	<p><b>Take Home Information</b></p> <ul style="list-style-type: none"> <li>• Lesson Summary</li> <li>• Trail Mix Recipe</li> </ul>	<p><b>Take Home Information</b></p> <ul style="list-style-type: none"> <li>• Lesson Summary</li> <li>• ĀINA Recipe Challenge <i>(Can be used anytime during the school year)</i></li> </ul>

**ACADEMIC STANDARDS GUIDE: GRADE 2 ALIGNMENT**

<b>Hawai‘i Content &amp; Performance Standards III (HCPS III)</b>		
HE.K-2.1.3	Healthy Eating and Physical Activity: Describe the benefits associated with a healthy diet	Lessons 1, 2, 3, 5, 6, 7, 8
HE.K-2.1.5	Personal Health and Wellness: Describe how individuals can promote and protect their own health	Lessons 1, 2, 3, 5, 6, 7, 8
HE.K-2.1.6	Personal Health and Wellness: Describe helpful and harmful substances and their proper use	Lesson 7
HE.K-2.7.1	Advocacy Across Topic Areas: Describe ways to help others promote and protect their own health	Lessons 8
HE.K-2.6.2	Goal-Setting Across Topic Areas: Name a personal health goal and describe a plan to achieve it	Lesson 2
LA.2.1.4	Vocabulary and Concept Development: Identify grade-appropriate high-frequency words	Lessons 1, 2, 3, 4, 5, 6, 7, 8
LA.2.6.1	Discussion and Presentation: Use oral language to obtain information, complete a task, and share ideas with others.	Lessons 2, 8
SC.2.4.1	Classification: Explain how plants and animals go through life cycles	Lesson 2
SC.2.8.2	Earth Materials: Identify the limited supply of natural resources and how they can be extended through conservation, reuse, and recycling	Lesson 4
SS.2.5.1	Rights and Responsibilities: Demonstrate own roles and responsibilities in caring for others and the environment	Lesson 4
SS.2.7.4	Environment and Society: Analyze and demonstrate ways to protect and preserve the local environment	Lesson 4

## ABOUT 'ĀINA IN SCHOOLS

'ĀINA In Schools is a farm to school initiative that connects children to their local land, waters, and food to grow a healthier Hawai'i. In addition to encouraging the use of locally grown fruits and vegetables in school meals and snacks, the program includes standards-based nutrition, garden, and compost curricula that empower children to grow their own food, make informed food decisions, and reduce waste. 'ĀINA In Schools also provides field trips to local farms, chef cooking demonstrations in classrooms, as well as waste reduction, garden, and cooking educational opportunities for families and community members.



## PUBLISHING INFORMATION

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

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

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

## MAHALO

The Kōkua Hawai'i Foundation thanks the following organizations and individuals who have assisted with the development of the 'ĀINA In Schools curriculum and materials:

- **Kōkua Hawai'i Foundation:** Kaliko Amona, Lydi Morgan Bernal, Sarah Gelb, Kim Johnson, Julius Ludovico, Summer Maunakea, Debbie Millikan, Deanna Moncrief, Kelly Perry, [www.kokuahawaiifoundation.org](http://www.kokuahawaiifoundation.org)
- **The Green House:** Betty Gearen and Tia Meer, [www.thegreenhousehawaii.com](http://www.thegreenhousehawaii.com)
- **GrowingGreat:** Marika Bergsund and Lori Sherman, [www.growinggreat.org](http://www.growinggreat.org)
- **Food for Thought:** Marty Fujita, [www.foodforthoughtojai.org](http://www.foodforthoughtojai.org)

In particular, we thank GrowingGreat for allowing Kōkua Hawai'i Foundation to adapt their curricula for use in the following lessons: Label Detectives (Gr. 2 - L7, Gr. 6 - L3), Off to a Great Start! (Gr. 6 - L2), and Media Blitz (Gr. 6 - L7 & 8).

Special thanks to the students, teachers, and volunteers who have participated and taught lessons in previous years and provided their valuable feedback to improve them. Mahalo nui!