# GIVE ME FIVE!

## LESSON PLAN

**Grade Level(s)**

3 - 5

**Estimated Time**

45 Minutes

**Purpose**

Students learn about the five food groups and what state-grown foods fit into each group. This lesson makes a local connection to good nutrition and a healthy lifestyle.

**Materials**

- Give Me Five! Hand Template, one for each student
- Agricultural Commodities List
- Popsicle sticks
- Scissors
- Glue or Masking Tape
- Crayons and Markers

**Suggested Companion Resources**

- A Seedy Fruit Challenge (Activity)
- Endless Options (Activity)
- Food Group Puzzle (Activity)
- Mapping Meals Activity (Activity)
- The Healthy Hop 'n Shop (Activity)

- An Orange in January (Book/Booklet)
- The Fruits We Eat (Book/Booklet)
- The Scrambled States of America (Book/Booklet)
- The Vegetables We Eat (Book/Booklet)
- To Market, To Market (Book/Booklet)
- Brittlelactica: Planet in Need (Multimedia)
- What is a Fruit? What is a Vegetable (Poster)
- State Agricultural Facts (Website)

**Vocabulary**

**commodity:** a raw or primary agricultural product that can be bought or sold, such as hay, eggs, or cattle

**Interest Approach or Motivator**

1. Begin by asking students if they have heard of food groups and if so, to raise their hand and share what they know.
2. Next, explain that food groups are collections of foods with similar nutritional benefits. Nutrition guidelines recommend daily servings from each group for a healthy diet.
3. Ask students to name any food groups they know. List answers on the board. Fill in any of the five groups that are not mentioned.
4. When all five groups are on the board, review them and discuss how each makes our bodies healthy.
5. Ask students to name foods they like to eat in each group. Record answers on the board. In the end, there should be a list of the five food groups and foods in each group.
6. Go over the *Agricultural Commodities List* worksheet and star or circle with a bright color all the foods grown in your state (or region).
7. Tell students farmers and ranchers in our state grow thousands of different types of crops and many of them are food we eat. If there are additional commodities grown or raised in your area add them to the list, or list them on the chalkboard.

**Essential Questions:**

1. What are the benefits of incorporating all "five" of the dietary guidelines, rather than "three" or "four?"

2. Can you relate these benefits to the common phrase, "having a balanced diet?"

3. Can you identify some simple lifestyle changes to better follow these dietary guidelines?

4. Determine at least three reasons for why it would be important to know what is grown or produced locally in relation to having a healthy, balanced diet?

**Background Agricultural Connections**

The five dietary food groups are the building blocks for a healthy diet. Recommendations are set forth by the U.S. Department of Agriculture. Food group guidelines were first introduced in 1916. As our knowledge of healthy diets has increased, dietary recomendations including caloric intake and essential nutrients has evolved as well.

The 5 dietary food groups include: fruits, vegetables, grains, protein foods, and dairy.

**Procedures**

1. Tell students that each day they should eat from the five food groups for a healthy diet – fruits, vegetables, grains, protein and dairy. Have them hold up one hand and list the five groups, one for each finger. After they list off the five groups, have them turn to a partner and give each other a high five. To help them remember the five food groups, students will be making a Give Me Five! hand.

2. Each student will need to have a paper hand, a popsicle stick (pencils work too), tape and crayons or markers.

3. On one side of the hand students write the name of a food group on each finger. In the center of the palm they write "Exercise Daily." (*see example Photograph 1*).

4. On the other side of the hand students should write/draw an state-grown food for each food group in the corresponding finger area (*Ex: fruits/picture of blueberries*).

5. Have them write/draw their favorite exercise in the palm area. (*See example Photograph 2)*.

6. Students cut out the hand then tape on a popsicle stick at the wrist area.

7. When they are done, as a group repeat the five food groups.

8. Have students take turns sharing their favorite local foods with the class.

**Essential Files (maps, charts, pictures, or documents)**

- Give Me Five! Worksheets

**Did you know? (Ag Facts)**

- The average weekly dollar sales per supermarket store in the United States in 2013 (U.S. dollars) is $318,462.
- The total number of grocery store employees in the United States is 3.4 million.
- The total number of grocery stores or supermarkets in the United States is 37,053. *Statistics from the Food Marketing Institute 2013.*

**Enriching Activities**

- Read the book, To Market, To Market, by Nikki McClure. This beautiful story follows a mother and son to the farmer's market. As they check off items on their shopping list, the reader learns how each particular food was grown or produced, from its earliest stages to how it ended up at the market.

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Organization Affiliation

Oregon Agriculture in the Classroom Foundation

- Agricultural Literacy Outcomes
- Education Content Standards
- Common Core Connections

**Agricultural Literacy Outcomes**

Food, Health, and Lifestyle

- Describe the necessary food components of a healthy diet using the current dietary guidelines