



WEEK 6 | Eat to Enjoy Your Life

Challenge: Measure my food with my hand.

Objectives

Students will be able to...

1. Discuss three ways of measuring the amount of food we eat.
2. Describe what mindful eating is and how it can help us listen to our body's hunger cues.
3. Explain the barriers to being intentional about our portion sizes and possible personalized solutions.

Standards Alignment

National Health Education Standards

**Note: Updated standards to be released March 2024*

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

PreK - Grade 2	Grades 3-5
1.2.1 Identify that healthy behaviors affect personal health.	1.5.1 Describe the relationship between healthy behaviors and personal health.
1.2.2 Recognize that there are multiple dimensions of health.	1.5.2 Identify examples of emotional, intellectual, physical, and social health.



Committee of Interns and Residents
Family Health Challenge Lessons, Grades 2 - 4
Week 6 | Eat to Enjoy Your Life

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

PreK - Grade 2	Grades 3-5
5.2.1 Identify situations when a health-related decision is needed.	5.5.1 Identify health-related situations that might require a thoughtful decision.
5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	5.5.2 Analyze when assistance is needed in making a health-related decision.
	5.5.3 List healthy options to health-related issues or problems.
	5.5.5 Choose a healthy option when making a decision.
	5.5.6 Describe the outcomes of a health-related decision.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

PreK - Grade 2	Grades 3-5
6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.	6.5.1 Set a personal health goal and track progress toward its achievement.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

PreK - Grade 2	Grades 3-5
7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.	7.5.1 Identify responsible personal health behaviors.
7.2.2 Demonstrate behaviors that avoid or reduce health risks.	7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.



Committee of Interns and Residents
Family Health Challenge Lessons, Grades 2 - 4
Week 6 | Eat to Enjoy Your Life

Materials

- Lesson Slides
- Supplies:
 - Blank paper plates/ paper
 - Markers or crayons
- Giveaway: Apron

Outline (45 minutes)

- **Introduction** - Slides 1-3 (5 min)
- **Movement Break** - Slide 4 (3 min)
- **New Challenge + You Got This** - Slide 5 - 14 (25 min)
- **Activity** - Slide 15 (10 min)
- **Recap + Share It!** - Slide 16 (2 min)



Lesson Plan Guide

INTRODUCTION

Slide 1 - Introduce Yourselfs

1. **Introduce Yourselfs:** Hi (*second, third or fourth*) graders!
 - a. My name is (*Say your name*).
 - b. I'm a doctor and I work at (*Say your hospital*).
 - c. I'm a doctor who (*Say your department or specialty*).
 - d. Before we get started, let us share a fun fact! (*All doctors share a fun fact*)

Slide 2 - Re-introduce the Program

1. **Re-introduce the Program:** We're back in your class with our union, called the Committee of Interns and Residents. That's like a big team of doctors. Just like your teachers and other workers, we come together as a union to make things better for us at work, and everybody in our community.
2. **Getting Oriented:**
 - a. **Today, we're continuing a program here at (*School Name*)** called the Family Health Challenge, FHC for short. This is the sixth week. We're almost at the end. We're here to make learning about being healthy easy and fun!
 - b. **We will break up big health challenges into tiny steps** you can do with your loved ones. It's more fun when we work together! That's the whole point of being in a union and it's a big part of this program too!
 - c. **Don't worry if something seems hard;** we're here to help you!

Slide 3 - Explain How the Program Works

1. **We will move:** Every time we meet, we'll begin with a quick 2-minute activity to get our bodies moving and feeling great.
2. **New challenge:** Then we will introduce a new challenge and talk about ways you can take on the challenge with your friends and family.
3. **Fun activity:** Each time we meet there will be a new challenge and it will also include a fun activity to make sure you remember the challenge throughout the week.
4. **We will return!** When we return the following week, we will ask you how you did. How does that sound?
5. **Remember we are doctors** bringing this information to you in your classroom, and we hope YOU will take this HEALTH information to your friends and FAMILY and CHALLENGE them to do the program with you.

(Pause for any questions)



Committee of Interns and Residents
Family Health Challenge Lessons, Grades 2 - 4
Week 6 | Eat to Enjoy Your Life

MOVEMENT BREAK

Slide 4 - Let's Get Moving!

1. **Let's Get Moving:** Just like last time, we'll begin with a quick 2-minute activity to get our bodies moving and feeling great. Ok, let's move our bodies! We're going to play a video from our friends at Hip Hop Public Health, .PeriodT.
 - a. Listen carefully to the instructions in the beginning.
 - b. 3 people will show you different ways of moving your body.
 - c. Follow the person in the video you're most comfortable with.
 - d. And more importantly, have fun! Let's go!
 - e. **Play the Video, .PeriodT** (Hip Hop Public Health, 1:57)
 - f. That was fun! I feel ready to take on a new challenge for the day, how about you?

NEW CHALLENGE + YOU GOT THIS!

Slide 5 - Let's Review

1. Before we introduce our challenge for this week, let's review! Who remembers the challenge last week?
 - a. **That's right: Move your body.**
 - b. Raise your hand if on at least one day last week you completed all or part of your challenge. Did anyone here do it more than one day?
 - c. Let's hear from a few students...
 - i. What types of movement did you do?
 - ii. What ways did you figure out how to move more than usual?
 - d. Congratulate everyone on their great work and efforts.

Slide 6 - Food Portions

1. **We've been talking about foods:** In the past weeks we've talked a lot about how certain foods make us feel different ways.
 - a. We've talked about what foods bring us a lot of joy.
 - b. We've talked about the rainbow and how colorful foods can be like medicine for our bodies.
 - c. And we've talked about protein and whole grains, foods that give us strength and energy.
2. **Today - portion size:** Today we will talk about how much we should eat of all of those things and how to eat these foods in a way that allows us to continue enjoying our lives.
3. As human beings living in these times, we have to be very aware of the foods we're eating.



Committee of Interns and Residents

Family Health Challenge Lessons, Grades 2 - 4

Week 6 | Eat to Enjoy Your Life

- a. **Food is sold in bigger portions than it used to be**, it's more readily available, and it has varying quality. We have to be conscious of what we're eating (whole foods vs. processed food), how much (portions vs. serving size), when (are we hungry, thirsty, bored?) and how the food makes us feel.
- b. **Look at this large popcorn!** A large used to be about 5 cups of popcorn but now a large contains 11 cups of popcorn. That is more than double what it used to be.

Slide 7 - Portion vs. Serving Size

4. **Have you ever sat down with a big bag of chips in front of you?** You're eating and enjoying it, and then look down to realize you ate the whole bag?
 - a. **That sometimes happens because we're eating mindlessly.** That means we're not pausing to see how we're feeling.
 - b. **You can end up not feeling very great** from all those chips and that can keep some people from getting up and being more active afterwards, even if it was their original plan.
 - c. **For example, you might stay on the couch** instead of going out for a bike ride because you're feeling too full and sluggish.
5. However, **what if instead you had put a handful of chips into a bowl** so that you only ate one serving size. Might you have then felt better and decided to go on that bike ride?
6. **So how do we determine the right amount of food to eat?** There are three ways we can use to determine the right amount of food to eat. Let's learn about them.
7. **There are 3 easy ways** to determine what is a serving size of food:
 - a. Reading a nutrition labels
 - b. The plate method
 - c. Using the hand/eyeballing method

Slide 8 - Portion vs. Serving Size

1. **Portion vs Serving Size:** First, let's go over the difference between portion and serving size.
2. **Portion = is whatever amount of food is in front of you.**
 - a. This could be big, little, or in between.
 - b. It is not necessarily the amount of food your body needs, although it might be.
 - c. It could be what you were served, what is available, a few chips or a whole bag, or even a whole container of ice cream- you'll never know exactly how much you're having.
3. **Serving Size = is a measured amount of food.**
 - a. This means it's a **standard amount of food**. Serving sizes are listed on the packaging of foods, and you can find the information online as well, as well as many restaurant menus.
 - b. For example, **a bag of chips might contain 3 servings**. That means you



Committee of Interns and Residents
Family Health Challenge Lessons, Grades 2 - 4
Week 6 | Eat to Enjoy Your Life

can divide the chips so that you're only having 1 out of 3 servings. NOT the whole bag.

- c. **Reading a nutrition label takes some practice.** During your upcoming years at school, you will learn to read nutrition labels. If you have questions, we encourage you to ask us, your teacher, or family members.

Slide 8 - Plate Method

1. **The next method is the plate method.** We first mentioned this in Lesson 3. To remind us all, this means we want to fill $\frac{1}{2}$ of our plate with rainbow colored fruits and vegetables, $\frac{1}{4}$ of our plate with carbohydrates (like whole grains) and the other $\frac{1}{4}$ with protein.
2. **We can use this idea of our plate to help us determine balanced portions of food** for our bodies. Using a flat plate this way helps us get all the important food groups in every meal.
3. **The plate method also fits in a bowl!** Serve yourself an equal amount of starchy food and protein rich food. Then double the size of the food in your bowl with rainbow foods.

Slide 9 - Plate Method Example

1. **Here's an example** of how to use the plate method for breakfast. You can add a banana, an apple, or an orange on one half of the plate. On the starch side, you can add cereal, oatmeal or a slice of bread. Then on the protein side, you can add egg, the correct amount of peanut butter or cottage cheese!
2. **Here's another example** of the plate method for lunch and dinner. It's the same idea!

Slide 10 - Measure Using Your Hand or Your Eyeball

1. **The third method is using your hand to measure food.** You can also eyeball it and we'll show you how. You can use this method to help you determine the amount of food that's just right for you.
2. **Let's hold up your hand in the air.** Can you point to your palm? That's the size of the amount of protein you should have. Now let's make a fist. That's the amount of rice, cooked pasta or cereal you should have. Hold your thumb. This is going to sound like a small amount- but that's the amount of cheese you should have! Yes, that's it. Now an even lesser amount. Point to the tip of your thumb. That's the amount of peanut butter you should have.
3. **You can also eyeball that correct amount of food.** The examples in the second image can give you some ideas of how to do this. (*Go over some examples*)



Committee of Interns and Residents

Family Health Challenge Lessons, Grades 2 - 4

Week 6 | Eat to Enjoy Your Life

Slide 11 - When is the Right Time to Eat?

1. **Right time to eat** - What about considering when it's the right time to eat.
2. Many of us have **structured meal times** with snacks, and we eat all or some of those meals. Some people skip meals for different reasons - whether they don't have food available at that time, don't feel hungry or don't like the food offered.
3. It might surprise you that our bodies work best if we eat when we're hungry and stop when we feel satisfied.
4. **How do we know when we're hungry?** Our bodies give us clues that it's time to eat. What are some clues you get when you are hungry? (Take responses from the class. You can add to them with the ones below that might not have been said)
 - a. Our stomach might growl
 - b. We can feel hunger pangs
 - c. Rumbling in your stomach
 - d. Feel thirsty
 - e. Get grumpy (or hangry - hungry and angry)
 - f. Have a headache
 - g. Feel tired or weak
5. **How do we know when we have eaten enough food?** Here's a hunger scale that can help you think about how hungry or how full you are.
 - a. **We generally want to keep ourselves around a 6** in order to feel our best and be able to do the activities we love. When we are at the ends of the scale, we don't feel that great. 1-3 shows when we've waited too long to eat and 7-10 means we ate too much.
6. **Recognizing signals.** It can take a while to learn to recognize your bodies' hunger signals. Like everything else, with practice, we can get better at it.
7. **Let's check in right now.** Think about where on this hunger scale you are at the moment. Raise your hand if you are between: 1-3, 4-6, 7-10. (Make any logical reflections about how, for example, there are many hungry people and lunch is coming soon, etc)
8. **It takes our bodies 20 minutes** to let us know that we're full! When we eat and our belly is filling up, our stomach sends signals to our brain that it is getting full. This whole process takes 20 minutes so if we eat too much too fast, we might miss these clues. We end up feeling too full and very uncomfortable.
9. **So slow down!** Eating slower allows everyone to enjoy their meal more and feel satisfied and ready to do the things you love to do. Here are a few tips: remove distractions, such as electronics, start by eating small portions, have a conversation with your friends and family around the table.

Slide 12 - Barrier: Not Serving Yourself

1. **The challenge this week** is to practice paying attention to the foods we eat, how much we eat and how they make us feel.
2. Here are some obstacles we've heard from kids your age.



Committee of Interns and Residents

Family Health Challenge Lessons, Grades 2 - 4

Week 6 | Eat to Enjoy Your Life

3. **But... I don't serve my own plate.**
4. Yes, lots of kids your age don't serve their own plates. Here are a few tips for you:
 - a. Explain to whoever is serving your food that you want to pay attention to the amount of food you are eating this week for a school project. Ask them for certain portion sizes. This can be a great chance to share what you are learning.
 - b. Talk to whoever is serving your food about your portion plate and tell them that's where you want to eat your food
 - c. If you are served more than you want to eat, can you put some away in a storage container for next time?

Slide 13 - Barrier: Shared Refrigerator

1. **But... I don't always have my own refrigerator.**
2. Sometimes, if you don't have your own refrigerator, it can be hard for you to store food for later. When this happens,
 - a. Try to keep food that is shelf stable
 - b. Try to share your food with friends and family while it's fresh so that there are no leftovers.

Slide 14 - Barrier: Eating Out

1. **But... My family and I always go out to eat.**
2. If you eat out a lot, here are a few tips to help you be aware of your portion sizes and your hunger levels:
 - a. Eat slowly and pay attention to your body. Can you notice when you are full before becoming over full? If you have food left over, can you bring it home for another time?
 - b. If the restaurant has big portions, maybe you can share a plate with another person at your table.
 - c. Many restaurants have nutritional facts on the menu board or in the menu.
3. What are some other obstacles that will keep you from determining your portion size or eating until you are satiated?

ACTIVITY

Slide 15 - Let's Put a Meal Together

1. **Let's do a fun activity.** Now that we have a better understanding of what foods (and what amounts) will help us feel our best (Aiming for 6 on the hunger scale), let's draw our own plate!
2. **Instructions:** For this activity, think of a meal you want to prepare at home or where you live. You will need a paper plate and some markers or crayons.
 - a. Divide your plate in half and then divide one of the halves in quarters.



Committee of Interns and Residents

Family Health Challenge Lessons, Grades 2 - 4

Week 6 | Eat to Enjoy Your Life

- b. Think of your favorite meal and draw it on your paper plate.
- c. Remember to place your vegetables and fruits in one section, and your protein and carbohydrates in their own sections.
- d. I'll show you what I would put on my own plate, and then I'll walk around and help you with your plates.

RECAP + SHARE IT!

Slide 16 - Recap

1. **Let's do a quick recap.**
 - a. Who can tell me what's the challenge for this week?
 - b. **The challenge for this week is to measure my food amount with my hand or eyes**
 - c. **Share with your community:** Who is someone in your life you can tell about this week's challenge? Write their name on the back of your plate as a reminder.

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- **Members of CIR's Community Relations and Engagement team:** Marah Ramirez, MPH, Alyssa Ruiz Nicholson
- **Members of CIR's Communications team:** Andrea Cardenas
- **Reviewer:** Paula Kadanoff, MPH
- **Educational videos and images:** Nourish Interactive (Choosing Healthy Portions), Children's Physicians Medical Group San Diego (Hunger Scale), NYC My Plate Planner



Committee of Interns and Residents
Family Health Challenge Lessons, Grades 2 - 4
Week 6 | Eat to Enjoy Your Life

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