



# Healthy Eating and Nutrition

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Science  
Grades 3-5



## Introduction

Why is it important to eat healthy? What is the food pyramid? In this lesson, students will document their eating for three days. They will then create a “my plate” project that shows one of the meals they ate followed by reflecting on their three days of journaling.

## Learning Objectives

- Explain the influence of nutrition on health.

## Materials Needed

- *Good Enough to Eat* by Lizzy Rockwell
- Two printed copies of the food pyramid for every student
- Construction paper
- Paper plates
- Scissors
- Glue
- iPad

## Procedure

### Day 1

1. Hand out a picture of the food pyramid to every student. Ask them what they notice. Have students record on the bottom of the food pyramid handout what food groups they think they eat the most of, the least, which groups they are lacking in, and which groups they are excelling in. Then read to the class *Good Enough to Eat* by Lizzy Rockwell, which helps explain the different nutrient groups and how much of each nutrient group children need every day.
2. Revisit the handout of the food pyramid. Tell students that they are going to be documenting what they eat over the next three days. Tell students that the purpose of the documenting is to give students an awareness of what they eat, reflecting on the food groups they may be lacking in and start thinking about ways to help create a healthier diet. Students can use notebook paper as their journal, the journal on Seesaw, or a Google Doc. Students can design the journal as they see fit, as long as it includes the following headings: Breakfast, Lunch, Dinner, Snacks.

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## Day 2

1. After students have had a full day documenting their diet, have them make a recording of themselves using [Flip Grid](#). They should post what food group they found they ate the most of on day 1 and which they ate the least of. Have them set one goal for their next day of eating.

## Day 3

1. After students have had two full days of documenting their diet, have students complete a “my plate” project. Give students a paper plate and have them draw one of the meals they documented on that plate. The size and proportions should be similar to the ones they consumed. On the backside of the paper plate, have students record their reflections about their plate. Was there anything lacking in this meal?

## Day 4

1. After students have completed their last day of their food journal, they will be given another copy of the food pyramid. Have students record answers to the same questions that were asked on Day 1: what food groups they actually eat the most of, the least, which groups they are lacking in, and which groups they are excelling in. Then, pass back their first food pyramid paper. How similar were their thoughts to their actual eating? What was different and what was the same?
2. As a wrap up, have students complete one more Flip Grid explaining their biggest take away from this activity and one goal they have for healthy eating in the future.

## Evaluation

Completion of two Flip Grids, handing in their pre- and post-food pyramids and their food journal.