

The Berenstain Bears SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

CHOICES & DECISION MAKING

Video Lesson Plan #13

Building a Food Pyramid.

Learning about healthy eating habits and Food Pyramid categories.

Learning Area: Health, Classification, Critical Analysis

Episode: "Too Much Junk Food" Synopsis: When Sister, Brother and Papa feel ill-prepared for a race, they are forced to reconsider their eating and exercise habits. They decide to make healthier choices.

Objectives:

Children will:

- * View and discuss a junk food-themed clip from the Berenstain Bears episode, "Too Much Junk Food."
- * Listen to "Gregory, the Terrible Eater" (or another story about eating habits) and compare the book and video clip themes.
- * Talk about nutrition, the Food Pyramid and their favorite foods.
- * Bring in food containers from home, talk about home meals, and classify the containers and meals according to Food Pyramid categories.

Grades: K-2

McRel Standard(s): Health - Standard 6.1, Classifies foods and food combinations according to the food groups.

Learning & Curriculum Area(s): Health, Language Arts

Vocabulary Words: Food Pyramid, healthy, unhealthy, junk food

Time Needed: short class periods over two days

Materials Needed: Outreach Videotape, VCR, TV set, large Food Pyramid diagram, "Gregory, the Terrible Eater" (or similar title), note to parents, tape or stapler, magazines

Lesson Plan Overview:

Children will watch a clip from "Too Much Junk Food" and discuss whether the foods depicted would make us feel good or bad. They will listen to a story about eating habits and a comparison will be made between food choices made in the book vs. those in the video. After learning about nutrition and the Food Pyramid, students will be asked to bring in food wrappers and containers from home. The packages will be assessed for which food group they fall into and children will discuss the meals they're associated with.

See, Think & Do Activity Preparation:

1. Cue up the Outreach Videotape to Clip #13.
2. Make or use an existing (large) Food Pyramid Diagram. (See example.) Be sure there is plenty of room on the diagram for items to be taped or stapled under each category.
3. Write a note to parents and guardians informing them that children need to bring in small, clean food containers and wrappers. Give Food Pyramid categories as suggestions.

See, Think & Do Activities:

"See" – a Video Clip

1. Tell the class that they are about to watch Brother, Sister and Papa Bear as they pick out food items from the grocery store. Ask that as they watch, children think about whether they are "good" or "bad" foods for the bears to eat.
2. Show the :29 clip on the Bears happily grabbing junk food from off the market shelves.

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Think & Do Activities: Cont'd

3. Discuss the clip in relation to healthy eating choices, such as:

- *What food items did you see Brother, Sister and Papa Bear get at the store?
- *Do you think these foods will make the Bears feel good or bad? Why or why not?
- *Have you asked your parents to buy foods like these? If so, what kinds? How did they make you feel after eating them? What other kinds of food do you ask for?

"Think" – about similar ideas within a Reading Extension

Read "Gregory, the Terrible Eater" (or a similar-themed book about eating habits). Encourage students to compare the food-related ideas in the book and video, such as:

- *What foods does Gregory like to eat? Do you think they're really terrible? Why or why not?
- *Do you think the foods Gregory likes to eat are better or healthier than the ones Brother, Sister and Papa were buying at the store? Why or why not?
- *Have you eaten any of the foods that Gregory likes? Which ones and how did they make you feel?

"Do" – a hands-on Activity

Activity One – Making Food Pyramid "Connections"

1. Explain that even though certain foods taste really good (like candy, cookies and french fries), they're not as healthy for us as foods like bread, cheese, fruit and vegetables. Unlike "junk food," healthy foods can give us energy to do the things we enjoy, like ride our bikes, play, swim, skate, etc.
2. Show students the Food Pyramid and describe the different categories. Explain that the healthiest foods are in the bottom five areas. These are the sections we should try to choose foods from every day.
3. Ask students to think of additional items that belong in each section. (Help them with ideas as needed.) Ask where their favorite foods belong.
4. Give children the parent note and ask that they bring in empty food wrappers and containers from home. Mention that the packages should be clean before bringing them to class.
5. Once gathered, ask students to match their food packages with correct Pyramid categories. Help them tape or staple the containers under the correct section.
6. Encourage children to talk about different meals prepared at their homes and the different Pyramid categories they're associated with.
7. As an additional homework assignment, ask children to write down or draw different fruits and vegetables they eat at home (since this category probably won't be represented by the packaging brought in). As a class, also discuss these in relation to the Food Pyramid.

Additional Activities

1. If a VCR is available, tape the full episode of "Too Much Junkfood" (see How to Locate Episode). Ask children what they think happened after Brother, Sister and Papa bought and ate the "junk food," then show and discuss the actual outcome.
2. Other books that can be read to or explored by children to extend the theme of healthy eating include: "Oliver's Vegetables" by Vivian French, "The Race Against Junk Food" by Anthony Buono, "Cloudy With a Chance of Meatballs" by Judi Barrett, and "Eat Your Peas" by Kes Gray.

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