



# Seeds of Nutrition Lesson Sample



# What is Seeds of Nutrition?

*Seeds of Nutrition* is a skills-based nutrition education curriculum designed to promote a priority for health within the adolescent.

*Seeds of Nutrition* develops a framework of self-efficacy and interpersonal skills to establish and promote self-awareness, social awareness, peer pressure refusal, and healthy coping strategies.



## SON Seeds of Nutrition

Understanding the role of nutrients, hydration, exercise, and rest in maintaining a healthy body is central to physical and mental well-being.

*Seeds of Nutrition* promotes the readiness and ability to make healthy choices essential for adopting norms and expectations consistent with living a healthy lifestyle.

Research-based

Grade 6



*Seeds of Nutrition* promotes a commitment to health and taking care of the body through the development of knowledge, skills, and attitudes adolescents need to make healthy decisions consistent with their healthy goals.

### Skill development and application:



Setting Reachable Goals



Making Responsible Decisions



Identifying and Managing Emotions



Communicating Effectively



Bonding with Pro-Social Others

### Nutrition Education Knowledge and Skills:

- Nutrients
- Food Sources of Nutrients
- Hydration
- Exercise
- Rest
- Media Literacy and Media Influence
- Resisting Peer Pressure
- Understanding Peer Influence
- Being a Positive Peer Influence

# How does Seeds of Nutrition Work?

*Seeds of Nutrition* prepares adolescents to take more seriously the foods they eat, the exercise and movement they take, and their hydration and getting enough rest all to maintain a healthy body so they can do the things they want to do in life today and in the future.

Multifaceted and based on several theoretical constructs, *Seeds of Nutrition* works to harness how children learn behaviors and incorporate them into their normative outlook and expectations.

Give kids the skills and knowledge they need to prioritize healthy eating, hydration, exercise, and rest.

## Theoretical Foundation

The theoretical foundation of *Seeds of Nutrition* includes elements of these behavioral learning theories to target how children observe and adopt health behaviors:

- Social Learning Theory - *Bandura*
- Problem Behavior Theory - *Jessor*
- Health Behavior Theory
- Social Development Model - *Hawkins and Catalano*
- 40 Developmental Assets - *Search Institute*



## Why Grade 6?

*Seeds of Nutrition* begins in middle school to meet adolescents at a point in life when they are still forming their expectations of how food works to fuel the body for living and for health. They are now adding more physical fitness and sports to their routine, and their bodies are starting to develop into the adults they will become. Middle school children are also developing more autonomy from their parents and have more say in the choices they make as they develop their independence and begin exploring the outcomes and consequences of their choices.

# A Framework for Prevention

## Adapting the Prevention Model to Nutrition Education

Effective prevention programs like *Seeds of Nutrition* promote skills development and educate youth about the health benefits of eating nutrient dense foods, maintaining proper hydration, and getting enough exercise and rest. *Seeds of Nutrition* uses a strengths-based approach to promote an internal commitment to making healthy choices and fostering healthy expectations of maintaining a healthy body.

*Seeds of Nutrition* works to change the balance between risk factors and protective factors to increase the likelihood of positive health outcomes. Because the likelihood of engaging in unhealthy behaviors increases as the number of risk factors in an adolescent's life increase, building an internal commitment to health from a young age establishes a positive internal influence on decision making and action to mitigate those risk factors.

### SON builds protection within the student by:

- + Providing opportunities for pro-social involvement
- + Increasing personal and social skills
- + Establishing healthy norms including active lifestyles and nutritious food choices
- + Promoting bonding to pro-social peers

### Mitigates the risk factors associated with unhealthy choices by addressing:

- Misconceptions of an unhealthy diet and sedentary lifestyle
- Norms associated with an unhealthy lifestyle
- Unsupportive peer group
- Lack of commitment to living a healthy lifestyle

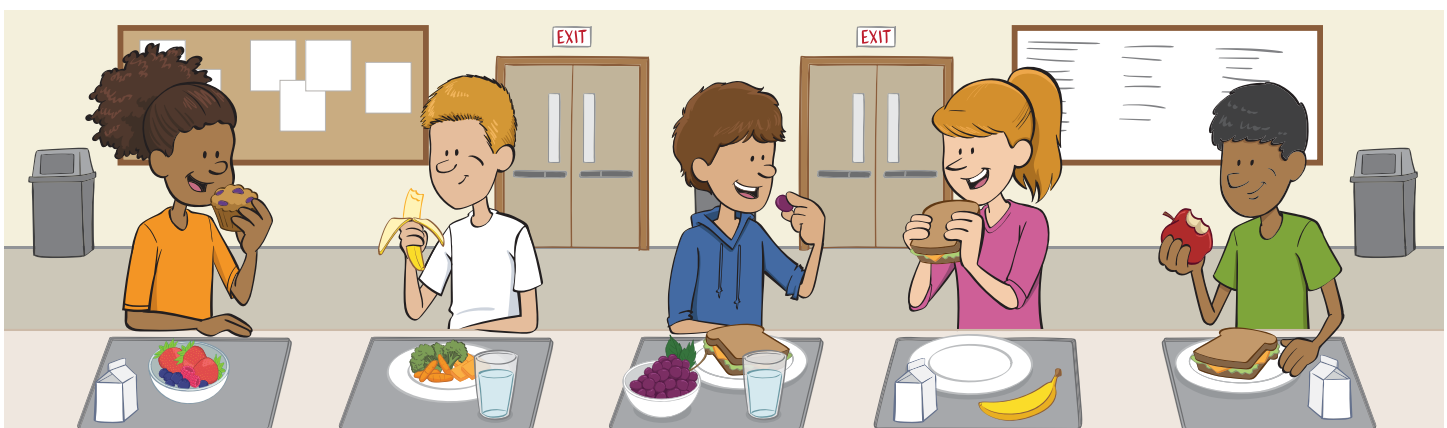


# Meal TICKET

Do you remember which foods are good sources of essential nutrients? In *Meal Ticket*, students collect and match foods and their nutrients as they reinforce their recollection of where to find the nutrients their bodies need. The first player to match all of their nutrients and avoid the rarely food, wins!

Seeds of Nutrition  
Grade 6





## Seeds of Nutrition is:

### Interactive

Immersive, interactive activities introduce and reinforce skills development to build the commitment to health that adolescents need to grow into happy, healthy adults.

### Research-based

The Seeds of Nutrition education strategy harnesses Normative Education, Healthy Behavior Theory, and Social Learning Theory to form health-promoting activities and reinforce protective factors for health prioritization.

### Comprehensive

The sequential, scripted lesson design facilitates classroom management, pacing, and completion. Its theoretical framework is translated into relevant and developmentally appropriate activities to promote an enduring relation to nutrition and healthy living.



**Teacher Focused Design**



**Research Based**



**Evaluation Instruments**



**Home Workouts**



**Looking for More?**



**Community Integration**

## SON Course Content:

### Unit 1 – Skills Development

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Grade 6</b>	<ul style="list-style-type: none"> <li>Setting Reachable Goals</li> </ul>	<ul style="list-style-type: none"> <li>Making Responsible Decisions</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and Managing Emotions</li> </ul>	<ul style="list-style-type: none"> <li>Effective Communication</li> </ul>	<ul style="list-style-type: none"> <li>Bonding and Relationships</li> </ul>

### Unit 2 – Skills Application

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<b>Grade 6</b>	<ul style="list-style-type: none"> <li>What is Food?</li> </ul>	<ul style="list-style-type: none"> <li>Essential Nutrients</li> </ul>	<ul style="list-style-type: none"> <li>Benefits of Hydration</li> </ul>	<ul style="list-style-type: none"> <li>Benefits of Sleep and Exercise</li> </ul>	<ul style="list-style-type: none"> <li>Being a Positive Influence</li> <li>Course Review</li> </ul>



## Curriculum Features

- 10 Fully Scripted Lessons for ease of implementation with minimal preparation and efficient use of class time
- Interactive Learning Activities designed for multiple intelligences and learning modalities reinforce lessons concepts.
- Age-Appropriate Approach to meet students' developmental level
- Workbooks and Activities to build student engagement and interactivity in class and at home
- Enhanced Cooperative Learning designed for full student engagement and participation
- Built-in Classroom Management to facilitate lesson pacing and promote student participation.
- Home Workouts – A parent component to bring the learning home for practice and reinforcement.



## Teacher Manual Sample Page

The character education traits addressed in the lesson, both in content and teaching methodology.

A listing of the Activity Sections in the lesson and suggested time allotment for each.

### Lesson 1 | My Road Ahead

*Setting Reachable Goals*

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**Rationale**

*The ability to name and set reachable goals builds self-efficacy and a stronger sense of hope for the future. Early exposure to the basic elements of setting and reaching goals enhances the development and application of these skills through adolescence and into adulthood. Students who can, and do, set reachable goals have a stronger sense of self and make better decisions.*

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**Character Education**  
This lesson promotes these character traits:  
 Courage      Self-discipline      Responsibility      Perseverance

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**Objectives**  
Following this lesson, the student will be able to:

- Define a goal
- Identify and apply the goal-naming criteria
- Identify and apply the steps to setting and reaching a personal goal
- Name someone to support him or her in working toward a goal

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**Activities**

1 My Dream Car .....	5 minutes
2. Goals for My Near Future .....	10 minutes
3. Tune-up .....	15 minutes
4. Ready. Set. Goal! .....	20 minutes

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**Before You Start**

- Read and review the Pre-Delivery Training Chapters 1-5 of this manual to familiarize yourself with the various theoretical and design constructs of the course and lesson design and facilitation guidance.
- For more information on how to access the **Lesson Resources** see pages 27-28 of this manual.
- Distribute the **Student Workbooks** at the beginning of the lesson.
- Access and print the **Goal Criteria Cards** from your Lesson Resources. Display them in four areas of the room. These will be used in Section 3: Tune-up.
- Review the **Ready. Set. Goal!** game materials and lesson script on Teacher Manual pages 56-57.
- Access and read the Ready. Set. Goal! game instructions from your Lesson Resources.
- To reinforce the skills taught in this lesson, prepare journal activities or lesson extenders from the **Looking for More?** section to assign at the beginning or end of your classes throughout the week. For more information about the Looking for More? section see page 35 of this manual.
- Prepare **Home Workout 1** to distribute to families. For more information about the Home Workouts see page 35 of this manual.

**Materials**

To deliver this lesson, you will need:

**From Your Kit:**

- Student Workbook pages 2-3
- Goal-Setting Poster
- Ready. Set. Goal! Activity Cards and Game Boards
- Game Pawns and Die

**From Your Lesson Resources:**

- Goal Criteria Cards
- Ready. Set. Goal! Game Instructions
- Home Workout 1

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The Rationale illustrates the purpose and effects of the topic and the subject matter's role in the course's overall objectives.

The objectives of each lesson are outlined to prescribe what the student will learn.

A list of the materials necessary for delivering the lesson with fidelity.

Before You Start outlines pre-delivery notes and preparation steps.

## Easy to Use Lesson Delivery Design

Each lesson is scripted for ease of use and to promote fidelity of implementation and minimize program drift.

### Teacher Manual Sample Page

The instructor's script is always in bold.


The chat icon indicates the anticipated student responses to scripted questions.

Lesson 3 Diagnostic Tune-Up - *Identifying and Managing Emotions*


### 2. Warning Lights

Our emotions are constantly changing. The last scenario demonstrated how our emotions can change and build, becoming more intense as the events around us change. When you experience an emotion, your brain sends signals to your body to prepare you to respond to your emotion.

If you're sad, how does your body alert you to your sadness?

 Tears; laughing; a lump in my throat; butterflies in my stomach; sweaty hands; etc. People have different physical signals for the same emotion.

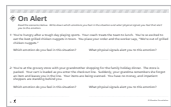
Emotions are personal. Many of us cry when we are sad, but some of us cry when we feel very happy. Some people's muscles tense up when they feel scared, while others' muscles tense when they feel angry. There are no right or wrong body signals. By recognizing our own body signals, we are better able to identify our emotions.

Look at the next section titled "On Alert" at the bottom of page 6. Read each scenario and write down the emotion and the physical signal you would feel in the situation.  Allow time for the students to complete the activity.

Look at the first scenario.

1. You're hungry after a tough day of playing sports. Your coach

Suggested time displayed at the beginning of each activity.





Workbook page 6  
On Alert

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Lesson 3 Diagnostic Tune-Up - *Identifying and Managing Emotions*


is loaded as you enter the checkout line. Suddenly, your grandma remembers she forgot an item and leaves you in line. Your items are being scanned. You have no money, and impatient shoppers are standing behind you.

Which emotion do you feel in this situation?  Allow time for the students to share their answers.

What physical signals alert you to this emotion?  Allow time for the students to share their answers.


Body signals help you identify what you are feeling so you can manage your emotion and respond in a healthy way.

### 3. What a Day!

Emotions can become intense. We need to be ready to deal with what causes an intense emotion so we aren't overwhelmed. What does it mean to be overwhelmed?  To be affected greatly by emotion; to be taken over by something. When we let our emotions take over, we are more likely to act without stopping to consider the consequences of those actions. Let's try an experiment to see what can happen when we don't control our emotions.

Turn in your workbooks to page 7. In a moment, I will put you in pairs. Each partner will select a game pawn and decide who will be Player A and Player B. Then, place your game pawns on the marked spaces of one person's workbook.

I'm going to read part of the story and then tell you where to move next. Read aloud what happens as you encounter each emotional situation. Along the way, pay attention to how you manage your emotions and what you gain or lose as a result.

 Put the students into pairs and distribute the game pawns. Once the students have placed their game pawns, begin reading the story below.

Today is starting out great! You've studied hard and are prepared for your test in first period. At breakfast, your mom announces that your cousins, whom you haven't seen in over a year, are coming for a visit.

The pencil/ruler icon indicates instructor direction or guidance.

Margin displays thumbnail of materials in the lesson.



Workbook page 7

**Teaching Tip**

If you have an odd number of students in the class, form one group of three students with two students paired up as one player.

Teaching Tips provide alternative approaches to activity presentation, guided responses to possible student inquiries, and relevant information about the lesson topic.



Grade 6 | Lesson 7 – *Essential Nutrients*  
Activity 4: Conscious Craving

# Lesson 7 | Assembly Line

## *Essential Nutrients*

### Rationale

Healthy eating habits formed at a young age lay the foundation for prioritizing healthy food choices in the future. A diet comprised of a variety of fruits, vegetables, whole grains, and proteins provides the human body the nutrients it needs for optimal function and health. Adolescents equipped with knowledge and understanding of the role of nutrients in the body's functions and the food sources that provide nutrients are more likely to adopt healthier eating habits.

### Character Education

This lesson promotes these character traits:

Cooperation      Responsibility      Self-discipline      Fairness

### Objectives

Following this lesson, the student will be able to:

- Describe the relationship between nutrients and individual health
- Recall the six essential nutrients and their functions
- Identify the benefits of choosing nutrient rich foods
- Identify a variety of foods that provide each nutrient

### Activities

1. **Picture of Health** ..... 15 minutes
2. **Hold Your Horses** ..... 10 minutes
3. **Snack Attack** ..... 5 minutes
4. **Conscious Craving** ..... 20 minutes

### Before You Start

- Distribute the **Student Workbooks** at the beginning of the lesson.
- Access, print, and cut apart the **Get the Picture?** game cards from your Lesson Resources. These will be used in Section 1: Picture of Health.
- Prepare the journal activities or lesson extenders from the **Looking for More?** section.
- Prepare **Home Workout 7** to distribute to families.

### Materials

To deliver this lesson, you will need:

**From Your Kit:**

- **Student Workbook** pages 12-13
- **Snack Attack Role Play**

**From Your Lesson Resources:**

- **Get the Picture? Game Cards**
- **Home Workout 7**

*Continued on next page.*

Sample activity only. Not for duplication.



Grade 6 | Lesson 7 – Essential Nutrients  
Activity 4: Conscious Craving



4. Conscious Craving

Let's use the knowledge you've learned about foods and their nutrients to build a menu of healthy and tasty meals. Our school purchased a fixer upper food truck! It's currently in the repair shop getting a fresh paint job and new tires put on.

The food truck's name is Conscious Craving. It will park in front of the school on Fridays to give us another lunch option.

Turn your workbooks to page 13 to the section titled "A la Carte." This chart names the six nutrients and examples of foods that are good sources of each nutrient.



Workbook page 13  
A la Carte

I have created an example meal for you. The meal I would serve at Conscious Craving is my Sassy Sunflower Salad. My salad would be made with lettuce, chickpeas, tomatoes, sunflower seeds, and quinoa. Let's see if my meal has one of each nutrient.

Which food in my salad is a good source of carbohydrates?

Chickpeas.

What other nutrients are chickpeas a good source of? Vitamins and minerals.

Which food in my salad is a good source of Protein?

Quinoa.

What other nutrients does quinoa provide? Minerals.

Which foods in my salad are good sources of water? Tomatoes and lettuce.

What other nutrients are tomatoes a good source of? Vitamins.

Which food in my salad is a good source of fats? Sunflower seeds.

Continued on next page.

Sample activity only. Not for duplication.

# Grade 6

## Lesson 7 – Essential Nutrients

### Activity 4: Conscious Craving

#### Lesson 7 Assembly Line - Essential Nutrients

Does my meal provide all of the essential nutrients? 🗨️ Yes. Yes, it does. Notice some foods are a good source of multiple nutrients.

Now that we have looked at my meal idea, let's find out what menu ideas you can imagine. I'm going to put you into groups to create a signature meal to offer at Conscious Craving. Use the chart in your workbook to help build your meal. You may choose to include an entrée, side dish, and beverage in your meal. As you build your menu, circle the foods you use on the chart so you know which nutrients you've included.

Write down your group's healthy meal on the menu lines provided. Be prepared to share your menu with the class. Be creative, have fun, and remember to include at least one of each nutrient. ✂️ Put the students into groups of 3-4 students. Allow time for the students to complete the activity.

It's time to present your menu ideas for Conscious Craving. I'm going to call on each group to tell us about your meal ideas and the nutrients provided by the foods you chose. ✂️ Call on the groups to share their meal creations.

You did a great job! When you are choosing what to eat, remember your body needs nutrients to grow, fight infection, manage systems like your central nervous system, and prevent disease.

✂️ Collect the Student Workbooks.

#### Teaching Tip

The students may wish to add sauces, dressings, and seasonings. Suggest they include the foods that make up the sauces and dressings in the content of their meal ideas.

Sample activity only. Not for duplication.

## Web-Based Lesson Resources

The *Seeds of Nutrition* curriculum kit includes the Web-Based Resources Pack with downloadable lesson, evaluation, and communication resources. Instructors can access and print family letters, Home Workouts, lesson handouts, visual displays, and other lesson content for simplified lesson preparation and classroom dissemination.



Family Letters



Lesson Visuals



Completion Certificate



Game Instructions



Home Workouts



Evaluation Instruments



## Curriculum Training

To implement *Seeds of Nutrition* with confidence, results, and fidelity to the implementation model, participation in a *Seeds of Nutrition* Curriculum Training is your first step.

### Who should attend this training?

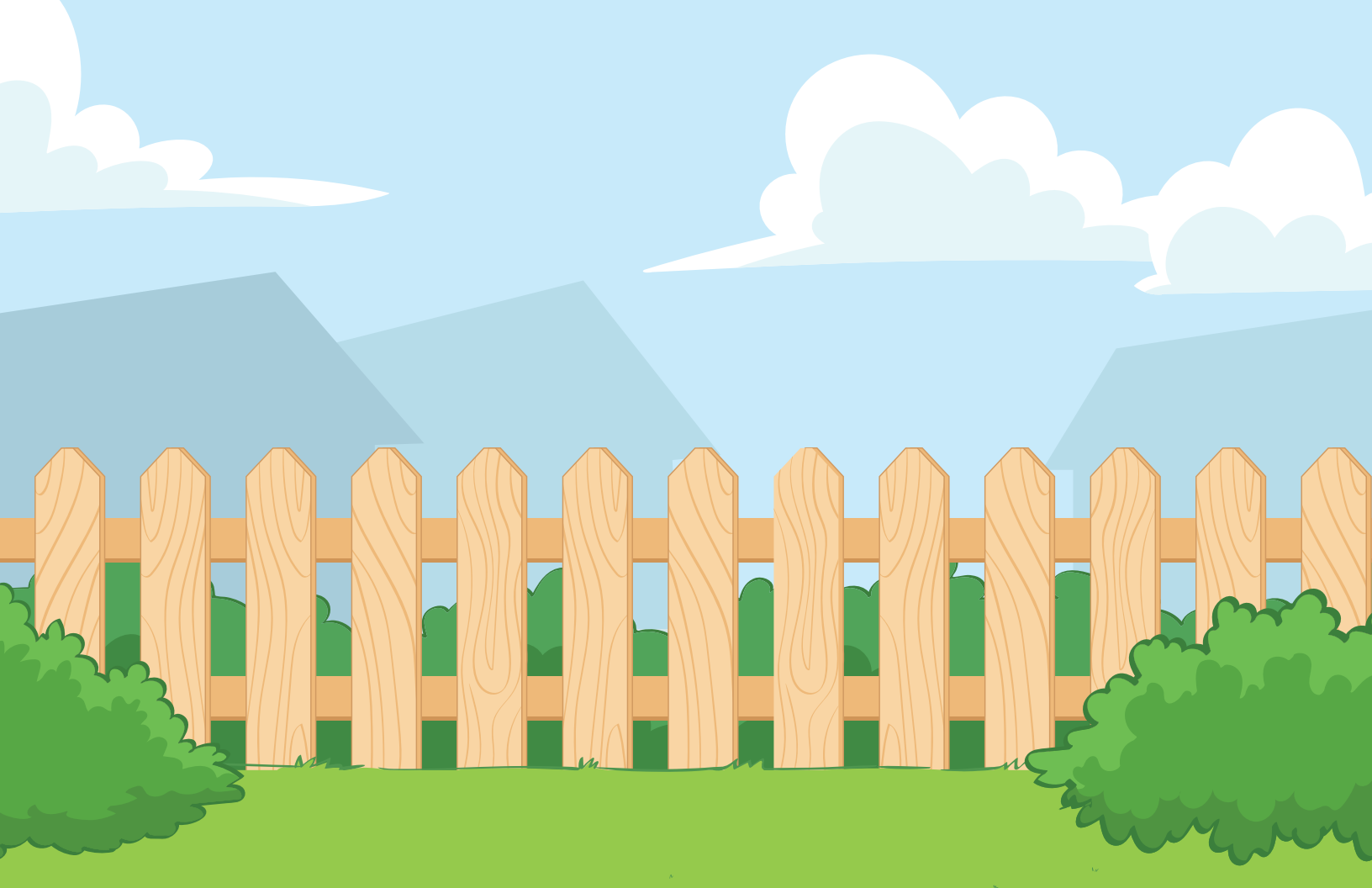
- Implementation Coordinators
- Implementation Team Members
- Teachers / Instructors
- Principals / Supervisors



### In these training sessions, you will:

- explore the extensive research and rationale behind *Seeds of Nutrition*.
- apply evidence-based best practices and discuss their effectiveness.
- learn strategies for building resiliency.
- learn how to teach essential life skills and prevention strategies.
- gain valuable hands-on experience delivering the *Seeds of Nutrition* program activities.
- explore the sequential development of skills and concepts through each grade level.

We offer Curriculum Training sessions for each of the *Too Good* programs. We can train as few or as many of the programs as your implementation requires.



For more than forty years, the Mendez Foundation has been developing and implementing unparalleled prevention education and character development curricula K-12 that equip children and adolescents to make healthy choices as they make the journey to reaching their goals and avoiding substance use and aggressive behavior so they can be a positive force in their schools and communities. Our evidence-based and research-based, skill-building programs make a positive impact on the lives of students, teachers, parents, and community leaders nationwide.

**Prevention Education – A small investment with a big return: healthy, happy kids for generations to come.**

To learn more about *Too Good* and the C.E. Mendez Foundation, visit us on the web at [toogoodprograms.org](http://toogoodprograms.org).



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