



Second Grade Health Resources

FOOD GROUPS

Little D's Nutrition Adventure in English is a program developed by the National Dairy Council. The unit starts with an introductory lesson about the digestive system and follows with 10 more lessons about food groups.

Using a story about Little D, students learn what foods are in each group and how they are good for our health. Lessons include one on snacking and one requiring students to apply their knowledge by planning a meal.

The kit has a large set of food picture-cards that can be used for hands-on sorting activities. Additional kit materials: four computer games on CDs, a poster, and a set of blacklines available for printing.

Web resource:

<http://www.nutritionexplorations.org/educators/lessons/littled/littled-main.asp?tab=1>

FOOD GROUPS (SPANISH)

Healthy Choices, Healthy Me in Spanish is from the California Dairy Council. The unit starts with an introductory lesson about the digestive system followed by 10 more lessons about the food groups.

Using a read-aloud *Market Mystery*, students learn what foods are in each group and how they are good for our health.

Lessons include one on snacking and one requiring students to apply their knowledge by planning a meal. The kit includes a large set of food-picture cards labeled in English and Spanish that can be used for hands-on sorting activities. The kit also includes a set of student workbooks, but please don't allow students to write in these; instead you can order a replacement set at \$18 for 32 (see website below).

Web resource:

<http://www.healthyeating.org/Schools/Classroom-Programs/2nd-Grade.aspx>

SCREEN SAVVY

The lessons in this kit are from *REVIEW*, a media literacy curriculum developed by the Northwest Health Foundation, the United States Department of Education, Oregon State University Family Policy Center, and Benton County Schools.

The goals are to reduce children's time spent watching television, improve the quality of what they watch, and reduce negative behaviors correlated with watching violent television.

The six lessons explore the following areas:

- why we watch TV (good and not-so-good reasons)
- identify real and not-real actions and consequences on TV
- show students how TV can influence behavior
- provide practice "talking back" to the TV as a way to express agreement or disagreement
- distinguish between "telling TV" and "selling TV"

Finally, students brainstorm a list of activities they can participate in instead of watching TV and that leads into the challenge of TV turn-off week (usually the third week in April). The kit includes a DVD with clips of TV shows used in several of the lessons.

Web resource:

<http://www.tvturnoff.org/>