Eating Lean and Green
An eco-focused nutrition curriculum, Grades K - 3

A project of
Lean and Green Kids
“Changing the world, one little bean at a time!”
Dear Educator,

Thank you for choosing the *Eating Lean and Green* nutrition education program for your students, provided for free from Lean and Green Kids (LGK). LGK is a public benefit organization, with the sole mission of empowering kids to live a healthy and vibrant life, with food choices that have a positive impact on the environment and community.

The *Eating Lean and Green* program is different from other nutrition education programs in that it educates children about healthful food choices in a holistic way, with consideration for the environment and all the life it sustains. LGK believes this honest and integrative approach is key for meaningful and lasting behavior change.

The following pages contain comprehensive lessons and activities designed to enrich the lessons in our original children’s book, *Eating Lean and Green with Super Foods to Save the Planet!* Images are also available as a Power Point slide show.*

The program meets National Health Standards, Next Generation Science Standards, Language Arts Common Core, as well as California’s Environment & Education Initiative (EEI) and CA State Humane Education Standards (HR-28)! And we have strived to make each lesson easy and fun too!

Each of the three lessons include 5 components,
1) Suggested discussion prompts for comprehension and critical thinking
2) Nutrition trivia, for fun review and better retention
3) Reproducible worksheets (two sided)
4) Easy classroom food prep activities (100% plant-based)
5) A take-home handout to share lesson highlights with parents/guardians (English & Spanish).

Wishing you a fun and rewarding experience!
Barbara Cole Gates, Founding Director
Lean and Green Kids
leanandgreenkids.org

*To request the Power Point, email barbara@leanandgreenkids.org with subject heading, “ELG Power Point.”*
### Overview of Lessons

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Learning Objectives</th>
<th>Lesson Components</th>
<th>Standards Met</th>
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</table>
| **Lesson One.** What Does It Mean to Eat Lean and Green?**                  | Students will be able to  
  • name three personal rewards for choosing healthful foods  
  • make the food & environment connection  
  • define multiple meanings for “lean” and “green”                                                                                                      | 1. Book (or slide show) and discussion  
  2. Nutrition trivia  
  3. Reproducible Worksheets  
  4. Easy Food Prep & Tasting (optional)                                                                                                                    | Health Standards, Next Gen Science Environment & Education Initiative (EEI), Principles I & II   |
| 30 minutes for lesson, add 30 minutes for activities                          |                                                                                                                                                                                                                     |                                                                                                         | RI. 1 - 3 W. 2 SL. 1 - 5 L. 4                                                                 |
| **Lesson Two, Eating Lean and Green w/ Natural & Organic Food Choices**    | Students will be able to  
  • name food groups and ideal beverage  
  • explain the difference between natural & processed food  
  • describe organic farming and its health/eco benefits                                                                                                     | 1. Book (or slide show) and discussion  
  2. Nutrition trivia  
  3. Reproducible Worksheets  
  4. Easy Food Prep & Tasting (optional)                                                                                                                    | Health Standards, Next Gen Science Environment & Education Initiative (EEI), Principles I & II   |
| 30 minutes for lesson, add 30 minutes for activities                          |                                                                                                                                                                                                                     |                                                                                                         | RI. 1 - 3, & 8 W. 2 SL. 1 - 6 L. 1, 4 - 6                                                        |
| **Lesson Three, Eating Lean and Green with the Power of Plants**            | Students will be able to  
  • explain how to recognize disease-fighting nutrients in (colorful) foods  
  • identify the lean & green protein  
  • discuss how lean and green meals are good for people & planet                                                                                           | 1. Book (or slide show) and discussion  
  2. Nutrition trivia  
  3. Reproducible Worksheets  
  4. Easy Food Prep & Tasting (optional)                                                                                                                    | Health Standards, NG Science Environment & Education Initiative, Principles I & II   |
| 30 minutes for lesson, add 30 minutes for activities                          |                                                                                                                                                                                                                     |                                                                                                         | RI. 1 - 3 W. 2 SL. 1 - 5 L. 4                                                                 |
| **Lesson Four, Bonus reading (fiction) to supplement lessons 1 - 3**        | Students will be able to  
  • explain why beans are the lean and green protein  
  • name a variety of bean-based meals  
  • explain the reward for trying new foods                                                                                                                   | 1. Storybook (or slide show)  
  2. Post story nutrition science lesson  
  3. Reproducible Worksheets  
  4. Food/Stew prep, heat & taste testing.                                                                                                                   | Health Standard, NG Science, Environment & Education Initiative, Principles I & II   |
| **Lesson Four, Jack & the Bean STEW Storybook**                             |                                                                                                                                                                                                                     |                                                                                                         | RI. 1 - 3, & 8 W. 2 SL. 1 - 6 L. 1, 4 - 6                                                        |
| 30 minutes for storybook, add 30 - 45 minutes for Bean Stew prep & tasting  |                                                                                                                                                                                                                     |                                                                                                         | Healthy Kids. Happy Planet. leanandgreenkids.org                                                  |
### National/CA Health Standards Met, Grades Kinder & 1

<table>
<thead>
<tr>
<th>Standards</th>
<th>Description</th>
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<tbody>
<tr>
<td>S1. Essential Health Concepts &amp; Disease Prevention</td>
<td>Students will be able to comprehend concepts related to health promotion and disease prevention; name a variety of healthy foods &amp; explain why they are necessary for good health; discuss the benefits of drinking plenty of water, especially during play; explain how living things grow and mature, and behaviors that promote healthy growth &amp; development.</td>
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<tr>
<td>S2. Analyzing Influences</td>
<td>Students will be able to analyze the influence of family, peers, culture and media on health behaviors; recognize that not all products advertised or sold are healthful.</td>
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<tr>
<td>S3. Accessing Valid Information</td>
<td>Students will be able to access valid information and products to enhance health; identify people in the school and community who promote healthy growth and development.</td>
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<tr>
<td>S4. Interpersonal Communication</td>
<td>Students will be able to use interpersonal communication skills to enhance health and avoid or reduce health risks; explain how to ask a family member for healthy food.</td>
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<td>S5. Decision Making</td>
<td>Demonstrate the ability to use decision-making skills to enhance health; describe ways to participate regularly in active and enjoyable play/activities.</td>
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<tr>
<td>S6. Goal Setting</td>
<td>Students will be able to use goal-setting skills to enhance health.</td>
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<tr>
<td>S7. Practicing Healthy Behaviors</td>
<td>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks; select nutritious snacks; plan a nutritious breakfast.</td>
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<tr>
<td>S8. Personal &amp; Community Health/Promotion</td>
<td>Students will be able to advocate for personal, family, and community health. Identify practices that are good for the environment; discuss how individual behavior affects the environment and community; identify materials that can be reduced, reused, or recycled.</td>
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### Next Generation Science Standards Met, Grades Kinder & 1

<table>
<thead>
<tr>
<th>Standards</th>
<th>Description</th>
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<tbody>
<tr>
<td>From Molecules to Organisms</td>
<td>K-LS1-1. Use observations to describe patterns of what plants and animals (including human animals) need to survive.</td>
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<tr>
<td>Earth’s Systems</td>
<td>K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</td>
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<tr>
<td>Earth and Human Activity</td>
<td>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (K-ESS3-3)</td>
</tr>
<tr>
<td>Structure, Function &amp; Info Processing</td>
<td>1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like their parents (but not exactly). Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.</td>
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### Environment & Education Initiative (EEI, CA) Standards Met

California’s (five) Environmental Principles and Concepts were approved in 2004 under a law referred to as the CA Education and Environment Initiative (EEI). Principles and Concepts are to become a formal part of California’s K-12 education system.

<table>
<thead>
<tr>
<th>Principle</th>
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<tbody>
<tr>
<td>Principle I</td>
<td><strong>People Depend on Natural Systems.</strong> The continuation of health of individuals, communities and societies depend on the health of natural ecosystems that provide essential goods &amp; ecosystem services.</td>
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<tr>
<td>Principle II</td>
<td><strong>People Influence Natural Systems.</strong> The long term functioning and health of Earth’s land, freshwater, and marine ecosystems are influenced by their relationships with human societies.</td>
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</table>
## Language Arts Common Core Standards Met, Grades K & 1

<table>
<thead>
<tr>
<th>Reading Informational Text</th>
<th>Key Ideas and Details:</th>
<th>1. Ask/Answer questions about key details in text; 2. Identify the main topic of a text and retell key details; 3. Describe the connection between two ideas in a text.</th>
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<tbody>
<tr>
<td></td>
<td>Integration of Knowledge and Ideas:</td>
<td>7. Describe the relationship between illustrations and text; 8. Identify reasons that the author gives to support points in a text.</td>
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<tr>
<td>Writing</td>
<td>Text Types and Purposes:</td>
<td>2. Write (plus draw &amp; dictate for kinder) informative/explanatory text about topic, provide information/facts and some sense of closure; 3. Write narratives recounting sequence of events, tell about the events and provide a sense of closure.</td>
</tr>
<tr>
<td>Speaking &amp; Listening</td>
<td>Comprehension and Collaboration:</td>
<td>1. Participate in collaborative conversations with partners about topics / texts, following agreed upon rules; 2. Ask and answer questions about key details in a text read aloud or information presented orally; 3. Ask and answer questions in order to clarify; 4. Describe people, places and things; 5. Add drawings to descriptions</td>
</tr>
<tr>
<td>Language</td>
<td>Vocabulary Acquisition and Use:</td>
<td>4. Clarify the meaning of unknown and multiple-meaning words and phrases; 5. Sort words into categories. Make real life connections to words; 6. Use words and phrases acquired through conversations, reading and being read to.</td>
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## CA Humane Education, HR-28

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<tr>
<th>CA House Resolution 28 (2015)</th>
<th>HR - 28, in compliance with Education Code provisions, sections 233.5, requires educating students on the principles of kindness and respect for animals and observance of laws, regulations, and policies pertaining to the humane treatment of animals, including wildlife and its environment.</th>
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</thead>
<tbody>
<tr>
<td>Education Code, Section 233.5</td>
<td>Sections 233.5 (part of the Hate Violence Prevention Act) and 60042 of the Education Code require instruction in kindergarten and grades 1 to 12, inclusive, to promote and encourage kindness to pets and humane treatment of animals.</td>
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## American Sign Language “plant” (noun)

**Teachers take note:**  
Each lesson wraps up with a fun and physical “sensorimotor representation” (gesture) to help retain the lesson / step for *Eating Lean and Green.*

Lesson three uses the ASL sign for “plant” (noun). See figure 1.

**What Does it Mean to Eat Lean and Green?**

**In lesson one,** students learn that healthy choices are key for a strong body, sharp mind and happy spirit. They are introduced to the concept that food choices can have an impact on the environment.

**Procedure**

**✓ Warm Up - 5 minutes**

Begin by examining the book cover (front & back) and title/test. Discussion prompts,
- What is the girl doing in the photo? What do apples grow on?
- Read dedication page.
- Raise your hand if you are one of the children that the author dedicated this book to. Turn to the person sitting next to you and take turns naming a large or small creature that you care about.
- Raise your hand if you can give examples of everyday actions to care for Earth and animals. (Sample answers: recycle, bicycle)

**✓ Reading & Discussion - 15 minutes**

Read page 1 (girls eating apples) to page 6 (kids jumping off pier). Discussion prompts,
- So, eating lean and green is good for you…and the planet too! Raise your hand if you can explain what it means for the planet to be green. (Sample answers: green forests, clean oceans)
- Take a moment and think of an experience you’ve had in nature. Was it swimming in a river, or camping in the woods? Did you see an animal? Now, turn to the person sitting next to you and take turns sharing why you want to protect nature.
- We learned that healthy and lean food choices help us to have a strong body and sharp mind. Raise your hand if you can give an example of an activity that requires a sharp mind. (Sample answers: reading, math, sports, art)

**✓ Wrap Up - 10 minutes.**

Review page 6 (kids jumping off pier)…read on to page 8 (peas, peaches and grapes). Discussion prompts,
- Natural foods help you to feel stronger, smarter and happier because they are full of what? Hint: Starts with an “N” (Answer: Nutrients, Nutrition)
- Natural food needs sunshine and rain to grow, right? Let’s make a gesture to help us remember step one for eating lean and green. Hold your hands above your head to make a round sun (model gesture). With our sun to help food grow, repeat after me…“Eating lean and green is choosing natural food!”

Next up, nutrition trivia and fun food prep!
Enjoy the following interactive trivia questions with your students, for fast and fun reinforcement of the lesson one. Integrate physical activity by having students jump in place if they think the answer is A, hop on one leg for B, or do a jumping jacks for C.

**1.** Lesson one for *Eating Lean and Green* teaches us that one of the most important decisions of your day is…
   A) what to wear       B) what to eat       C) what video game to play

**2.** The word lean has more than one meaning. We lean against a tree and rest in the shade. In our lesson, lean food is…
   A) high in nutrients, low in flavor       B) high in nutrients, low in fat       C) high in nutrients, low in fiber

**3.** The word “green” has multiple meanings. A frog is green. Which of the following actions can you take to “be green” for Earth?
   A) catch green frogs       B) wear a green shirt       C) eat food that grows from the earth

**4.** Nutrients in food are what keep your body and brain functioning at their best. Which of the following is a nutrient?
   A) a vegetable       B) the letter C       C) a vitamin

**5.** Beans are an excellent source of the nutrient protein, important for strong muscles. Another name for black beans is?
   A) turtle beans       B) frog beans       C) black-eyed peas

**6.** Lean & green meals are good for you and good for…
   A) raccoons in the forest       B) birds in the sky       C) fish in the ocean       D) All of the above.

*If you said D, you are correct! Eating lean and green helps to conserve precious natural resource - forests, rivers and animals!*

**7.** It’s important to eat a rainbow of colorful foods everyday, to get all the nutrients your body needs. List different colored fruits and vegetables.

__________________   __________________
__________________   __________________

**8.** Colorful fruits & vegetables boost brain power, for tackling tricky math problems. How many servings should you eat a day?
   A) 1 fruit & 1 vegetable       B) 10 - 20       C) 5 or more fruits and vegetables

**9.** Which adult at school can answer questions about health?
   A) school counselor       B) school nurse       C) PE teacher       D) All of the above

**10.** True or False: Advertisements on television are a good source for healthy food ideas.

**Bonus Question:** Explain why advertisements on television are usually not the best source for reliable healthy food ideas?
Name ______________________________

Directions
1. Trace the letters to complete the words.
2. Draw a picture of yourself feeling happy!
3. Color the healthy food in all the colors of the rainbow!

For a strong **body**, sharp **mind** and happy **mood**, I eat lean and green **food**!
Directions
1. Trace the letters and fill in missing letters.
2. Write about an experience you had in nature, and how it made you feel.
3. Draw a picture of your experience in nature.

To help the planet stay healthy and **green**, I eat healthy and **lean**!

I recycle to be **green**.

I save water to be **green**.

I eat lean to be **green**.

My experience in nature.

____________________________
Eating Lean and Green with Super Foods to Save the Planet!

Lesson 1, Easy & Fun Food Prep

Easy, Delicious and Nutritious!
Watch students gain a sense of pride and ownership as they become the “chef,” preparing and this easy, nutritious and delicious recipe. Recipes are in order from super easy (with less than 3 ingredients) to “some assembly required.”

Apples with Nut Butter and/or Dates (nature’s caramel)

**Ingredients**
- Apples
- Nut Butter
- Dates (pitted)

**Preparation**
Slice apples thinly. Cut dates in half (lengthwise). Spread some slices with nut butter and top remaining slices with date pieces.

**Supplies:** Apple Slicer, spreading/butter knives, spoons, plates.

Iron Man Green Smoothie

**Ingredients**
- 1/2 banana per student
- Nut butter, 2 tablespoons each
- Berries, 1/2 cup each (frozen makes it cold)
- Baby Power Greens, handful each (pre-packaged and triple washed for ease)
- 1/4 cup apple juice

**Preparation**
Place all ingredients in blender, and blend until smooth.

**Supplies:** Blender and cups

Fruity Salad Lettuce Wraps, with the 4 food groups!

**Ingredients**
- Romaine lettuce leaves, 1 - 2 for each student
- Fruit, various (berries, pineapple, apples, mango, bananas, etc.) cut into bite sized pieces
- Granola (grains)
- Sunflower seeds (protein)
- Coconut Milk/Cream (optional, to drizzle)

**Preparation**
Allow students to “build” their fruit salad lettuce wrap, buffet style. An adult can drizzle some coconut cream atop.

**Supplies:** Food containers, serving spoons, paper plates and napkins.
Dear Parents & Guardians,

Our class has started an environmentally focused nutrition program, *Eating Lean and Green with Super Foods to Save the Planet!*

**Lesson one** is about the personal rewards of making healthy food choices… strong body, sharp mind and happy spirit! Children learn that healthy choices can also make a difference for our world, conserving precious natural resources.

With this letter, we hope you’ll have fun extending the lesson with some fun dinner “table topics,” right from lesson one.

🌟 If choosing healthy food helps your body to feel strong, how might unhealthy choices make your body feel? How might eating unhealthy foods affect your brain? What are some activities you like to do, that require strength? …brain power?

🌟 Why are advertisements on television usually not the best source for good health and nutrition information? Where might a better source be found?

🌟 Brain Teaser: Beans are an excellent source of protein, important for strong muscles. Another name for black beans is?

A) black-eyed peas  
B) turtle beans  
C) frog beans

Thank you for making good nutrition a priority for your child’s success, and for all you do towards a healthy and happy world for our kids!

Visit leanandgreenkids.org for  
*Easy, Cool School Lunch recipes, featuring “Cool Beans!”*
Lesson Objective
Students will be able to name the food groups, and explain what makes them natural by linking them to their source (plant or animal). Students will be able to summarize what organic farming is, and discuss its benefits.

Time Allotment
30 minutes for reading and discussion, plus 30 minutes more for activities.

National Health Standards, 1 - 5, & 8
Next Gen Science, K-LS1-1 & 1-LS3-1
Education & Environment Initiative (EEI)
Principle I, II
Humane Education (CA HR-28) Farm Animals, Wild Animals, Insects

Language Arts Common Core Standards
Group Reading & Discussion RI: 1, 2, 3, 7 & 8
W: 2, 3
SL: 1, 2
L: 4

Materials
• Book or Power Point, Eating Lean and Green with Super Foods to Save the Planet
• Reproducible Worksheets
• Ingredients for food prep/tasting (optional

In lesson 2, students learn about the different food groups, and what makes them “natural” food choices. They learn how healthy and organic soil is created, and why it grows healthier plants - and people!

Procedure, Lesson 2.
✓ Warm Up & Review - 5 minutes
Display book cover. Discussion prompts,
• Raise your hand if you can tell me what “eating lean and green” means? (Sample answers: eating to help Earth and animals, eating food that grows from the earth).
Review page 6 (kids jumping off peer) to page 8 (peas, peach & grapes)
• We learned that natural foods grow from the earth. Raise your hand if you can give an example of a natural food?

✓ Read and Discuss - 15 minutes
Continue reading to page 17 (mother & son at farmers market)
Discussion prompts,
• This page shows a mother and son at the Farmer’s Market. Now, imagine you are at the market... and you see a colorful fruit you’d like for a snack. What kind of fruit might it be? Now, turn to the person next to you and practice how to politely ask an adult for your healthy fruit snack.
• Plants are one kind of natural food and animals are the other. Raise your hand if you can describe the difference between them. (Sample answers: Animals have babies, plants have seeds)
Review/display pages with farm animals.
• When you look at these pictures, you can see young animals look a lot like their parents, but not exactly. Turn to the person sitting next to you, and take turns describing how each young animal is like their parent, and how they’re a little bit different. 1-LS3-1

✓ Wrap Up - 10 minutes
Read pages 18 (boys picking strawberries) to page 21 (bee, flower)
• Step 2 for Eating “lean and green” is choose organic. Raise your hand if you can explain why organic farmers avoid bug poison. (Sample answers: saves birds & bees. Helps soil. Nutritious).
• Let’s flutter our hands like a butterfly, to help remember step two for eating lean and green (crossing wrists, hands “flutter”). Now, let’s put Step 1 & 2 together: REPEAT: “Eating lean and green, I choose (hands up like sun) natural… (hands flutter down towards heart) organic food!”

Next up, nutrition trivia and fun food prep!
1. What is another word to describe “real food” that grows from the earth?
A) processed  B) natural  C) colorful

2. There are only two kinds of natural food that grow from the earth…plants and animals. Which of the following is not an animal?
A) a person  B) a pig  C) a potato

3. Beans and peas are a special kind of vegetable, rich in protein for strong muscles. What kind of natural “package” do beans grow in?
A) cans  B) pods  C) shells

4. Natural food choices help you grow up strong, smart and happy. Natural food comes from…?
A) food scientists  B) farmers  C) factories

5. What does natural food have that nourishes your brain, so you can feel happy?
A) helium  B) bubbles  C) nutrients

6. Organic food is grown without chemical bug poison, so it’s safer for the birds, bees and butterflies. How do bees help food to grow?
A) by singing to the plants
B) by stinging people who pick flowers
C) by spreading pollen from flower to flower.

7. Organic food is grown using compost to nourish the soil. Compost is made from dead plants and rotten food. What else lives in healthy soil and helps plants to grow?
A) worms  B) bears  C) bunnies

8. Which of the following is the lean & green breakfast choice, made with all natural plant foods?
A) a donut with strawberry flavored milk
B) a bacon and cheese omelet
C) oatmeal & blueberries with orange juice

9. Which of the following is the lean & green meal choice, made with all natural plant foods?
A) cheese burger and french fries
B) bean burrito with salsa and guacamole
C) pepperoni pizza and soda

10. Which of the following is the lean & green snack choice, made with natural ingredients?
A) whole-grain strawberry muffin
B) strawberry flavored sports drink
C) strawberry cupcake

11. According to the Healthy Eating Plate from Harvard University, what is the ideal beverage?
A) water  B) cow’s milk  C) soda

If you said water for #5, you are correct! In fact, a study showed that students who drank a glass of water before school… did better on tests!

Bonus Question: Harvard’s Healthy Eating Plate suggests the ideal beverage is water. The MyPlate eating model from the United States Department of Agriculture (USDA) suggests cow’s milk for the beverage. Explain what might be the reason for this difference?
Eating “lean and green” is choosing natural food that grows from the Earth, fruits, vegetables, grains and protein foods.

1. Draw a line to connect the food picture to the correct food group on Healthy Eating Plate*
2. Circle the plant foods with a green color crayon.
3. Write a sentence to answer to the questions.

How are the baby chicks like the mother chicken?

_________________________________________________________________

_________________________________________________________________

How are the baby chicks different from the mother chicken?

_________________________________________________________________

_________________________________________________________________
A note, asking for a healthy snack.
Use the word bank to give reasons for a healthy snack. Be sure to use please and thank you!

strong body    sharp mind    happy mood    nutrients    nature

Dear ____________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

Love, ______________________________

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Grade K / Worksheet 2, Eating Lean and Green
Sugar Snap Peas and/or Edamame
Allow students to simply pry open the sugar snap peas and/or edamame (cooked soybeans in pod), and discover the delicious treasure inside.

Snap-Pea Citrus Asian Salad Sample or Lettuce Wrap, with all 4 food groups.

Ingredients
Sugar snap peas
mandarin orange
broccoli pieces and/or lettuce leaves
Asian salad dressing

Preparation. Set ingredients out in serving containers, buffet style with serving spoons. Allow students to scoop the fruits and veggies onto plates for “salad,” or into salad leaves for lettuce wraps. Adult can drizzle teaspoon of dressing over veggies.

Supplies: Food containers, serving spoons, paper plates or small sampler cups & paper towels for spills.

* For lesson two in particular, we encourage you to use organic products, with packaging & labeling that uses the word “organic.” This will serve to reinforce the lesson, and help students to make the distinction in the real world.
Dear Parents & Guardians,

Our class recently completed lesson two of the nutrition program, *Eating Lean and Green with Super Foods to Save the Planet!*

**In Lesson two,** your child learned about the benefits of choosing natural and organic foods - good for you and the planet too! They learned what compost is made of (dead stuff and rotting food) and how it helps nourish the soil for growing healthier plants - and people too.

With this letter, we hope you’ll enjoy extending the lesson at home with some fun dinner “table topics,” right out of lesson two,

- **The opposite of natural food is processed food, created with un-natural ingredients to make flavors more tempting. Donuts, soda and pepperoni pizza are examples of processed foods. Can you think of a delicious and natural alternative to a donut? …alternative to pepperoni pizza? …soda?**

- **Organic food is grown using compost to nourish the soil - and nourish the tiny creatures that live in the soil. What is compost made from?**

- **Animal foods are rich in protein. What plant food is also rich in protein? Hint: they grow in a pod. Why is this food the “lean and green” protein?**

Thank you for making good nutrition a priority for your child’s success, and for all you do towards a healthier and happier world for our kids!

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