



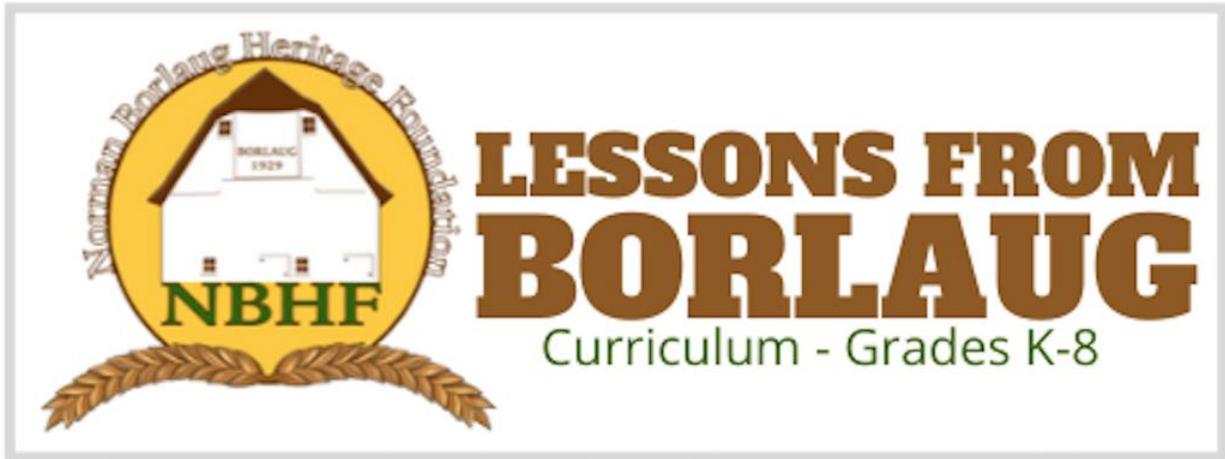
This master curriculum includes lessons for 2nd Grade. Second graders will be learning the basics of a healthy lifestyle and apply what they learned into real life situations by suggesting to Norman Borlaug what he should eat and how he should exercise.

Educators may find this curriculum useful to use prior to attending the Borlaug farms. The Norman Borlaug Heritage Foundation provides educational opportunities for schools to attend. Whether attending a tour or participating in Inspire Days, children will become aware of Norman Borlaug's work and his everlasting impact on the current day.

Want to learn more about Norman Borlaug or the Norman Borlaug Heritage Foundation? VISIT OR CALL!

Contact Chamber of Commerce for more information
101 2nd Ave. SW, Cresco, IA 52136
Email: Jason@howard-county.com
Call: 563-547-3434

Borlaug Farms Addresses
Birthplace farm: 20399 Timber Ave Cresco, IA 52136
Boyhood Farm: 19518 200th St. Cresco, IA 52136



2nd Grade

Pre-K Appetizer pg. 3

Second Servings pg. 7

Super K Buffet pg. 13

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Modifications have been made to the original Iowa Agriculture Literacy Foundation lesson plan to meet the goals of the Norman Borlaug Heritage Foundation.

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Farmer Grows a Rainbow: Pre-K Appetizer

Grade: 2nd grade

Time: 1 hour

Purpose:

- Students will develop an awareness that farmers provide an abundance of foods we need to maintain and develop healthy lifestyles.
- Students will develop an understanding of the basics of living a healthy lifestyle – eating well and exercising daily.
- The class will provide friends will fun ways to stay active by explaining and showing each game.

Materials:

Interest Approach — Engagement:

- [MyPlate Activity Poster](#)
- Pictures of various food items (a [Food Models Kit](#) is available for purchase)

Activity 1: Eat/Don't Eat

- *Eat/Don't Eat Pictures*
- *Eat/Don't Eat Symbols*
- [State Agricultural Facts](#) for your state
 - The [Utah Agriculture Activity Map](#) is recommended for Utah teachers

Activity 2: Every Day/Once in a While

- Every Day/Once in a While Traffic Lights
- Every Day/Once in a While Pictures

Resources:

- [Every Day/Once in a While Pictures](#)
- [Eat/Don't Eat Pictures](#)
- [Eat/Don't Eat Symbols](#)
- [Every Day/Once in a While Traffic Lights](#)

Vocabulary:

- **Crops:** plants that are grown and harvested by farmers
- **Livestock:** animals like cow, horses, pigs, goats, and sheep that are raised
- **MyPlate:** a guide to remind us that a healthy diet includes foods from all five food groups



Spark Curiosity By...

1. Ask students to name foods that are healthy and nutritious (or that adults say are “good for them”). Discuss why they think certain foods help them grow and stay healthy while other foods should only be eaten sometimes. Talk with students about nutritious foods versus non-nutritious foods, making sure they understand that foods that provide vitamins, minerals, and energy are better for developing bodies, helping them grow healthy and strong.
2. Show students the MyPlate poster and introduce them to each food group, noting the colors on the plate and how each one represents a food group. Information about each food group is available at Choosemyplate.gov.
3. Distribute the pictures of various food items to students, either individually or in small groups. Allow students to arrange the food pictures on the MyPlate poster according to food groups. Discuss the health benefits of the various foods.

Agricultural Background

Farmers grow crops (plants) and raise livestock (animals) that give us food and clothing. Across the country, crops and livestock produced by farmers vary based on factors such as climate, terrain, soil type, and availability of land. It’s a good thing that farmers provide a variety of foods because that is what we need for a healthy diet.

MyPlate is a nutrition guide from the United States Department of Agriculture (USDA) that serves as a reminder to eat from all five food groups—fruits, vegetables, grains, proteins, and dairy. Eating a variety of foods from all five food groups is suggested.

A healthy lifestyle also includes physical activity. Children and adolescents should get at least 60 minutes of exercise each day. Health benefits increase as more time is spent being active.

Lesson

Activity 1: Eat/Don’t Eat

1. As a whole class and/or center activity, use the Eat/Don’t Eat Pictures and Eat/Don’t Eat Symbols to classify agricultural commodities people eat or don’t eat. Stress to students that all items in the activity are made available to us by farmers.



2. Use the [State and Agriculture Facts](#), or the [Utah Agriculture Activity Map](#) if you're in Utah, to share information about major commodities, both plants and animals, raised by farmers in your state.

Activity 2: Every day/Once in a While

1. Discuss the meaning of the colors on a traffic light.
2. Using the *Every Day/Once in a While Traffic Lights* and the *Every Day/Once in a While Pictures*, work as a group to categorize foods showing healthy choices. Place foods that should be eaten regularly on the green traffic light and empty calorie food on the yellow traffic light.
3. Use the red traffic light to discuss farm products that are unsafe to consume (i.e. chemicals, animal feeds, treated seeds, raw eggs, raw meat products, cleaning products, etc.)

Activity 3: Run the Rainbow Challenge: Bubbling Up

1. Discuss the importance of physical activity. All children need at least 60 minutes of exercise each day. Varying amounts of activity will directly affect the amount of food needed to maintain a healthy body.
2. Make connections between the colors of a rainbow and the representative colors on MyPlate. As a playground activity, have students bow bubbles and chase them while looking for the rainbow that appears on each bubble when the sun shines on it. Challenge the students to count the total number of bubbles they pop.

Concept Elaboration and Evaluation

After conducting these activities, review and summarize the following key concepts:

- Almost all of the food that we eat is produced on farms, and some of it comes from your own state.
- Some foods are more healthy and nutritious than others.
- Foods that are healthy can be eaten regularly, but less healthy foods should only be eaten sometimes.

Connection to Norman Borlaug

Norman is a very active kid because he lives on a farm. He feeds the animals, helps move hay, waters the garden, and walks to school every day. But Norman doesn't find those activities fun. Teach Norman different games that he can play with his friends or by himself that are both FUN and healthy for his growing body.



1. Take the students outside and gather in a circle facing each other. Give the students 1 minute to think about their favorite game – on they think Norman would like to play.
2. The teacher is acting as “Norm”. He needs help from his friends at (your school’s name).
3. The teach will have a all students names written on a piece of paper and placed inside a hat.
4. The teacher will draw a name and that student will explain their game to Norman (the teacher).
5. The students and teachers will then play that game for the next 5 minutes.
6. Repeat the process as many times as desired.

Sources/Credits

This lesson was updated by Utah Agriculture in the Classroom in 2016.

National Agriculture Literacy Outcomes

Food, Health, and Lifestyle

- Identify healthy food options (T3.K-2.a)

Education Content Standards

Within HEALTH

- Health Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health (1.2.1)

Common Core Standards

Language: Anchor Standards

- CCSS.ELA-LITERACY.CCRA.L.6

Students have learned the general outline of living healthy lifestyle – not all foods are meant to indulge in and humans should stay active. To build off those concepts, students will be learning how much of each food they should be eating.



Farmer Grows a Rainbow: Second Servings

Grade: 2nd grade

Time: 1 hour

Purpose:

- Students will understand that appropriate portions of foods from each food group should be included in a daily diet.
- Students will learn the appropriate amounts of fruits, vegetables, grains, dairy, and protein to eat in a day.
- Students will create a meal based on recommended amounts and specific foods that were available to Norman throughout his childhood.

Materials:

Interest Approach — Engagement:

- [MyPlate Activity Poster](#)
- Pictures of various food items (a [Food Models Kit](#) is available for purchase)

Activity 1: Portion Size Guide

- *Portion Size Guide*
- Items for grab bag (computer mouse, 7 cotton balls, baseball, cupcake liner, tube of chap stick, 9-volt battery, deck of playing cards, ping pong ball, postage stamp, 1 cup measurer, ½ cup measurer, 1 tablespoon measurer, 1 teaspoon measurer)

Activity 2: Run the Rainbow Challenge: Hot Potato and More

- A food item from each of the five food groups (e.g., sweet potato for the vegetable group, apple for the fruit group, a bag of dried beans for the protein group, an empty yogurt or milk container for the dairy group, and mini box of cereal for the grains group)

Resources:

- [Portion Size Guide](#)

Vocabulary:

- **Serving Size:** the amount of a particular food listed on that food's Nutrition Facts label along with the calorie and nutrient content
- **Portion size:** the amount of a particular food eaten during a meal or snack
- **MyPlate:** a guide to remind us that a healthy diet includes foods from all five food groups



Spark Curiosity By...

1. Ask the students to list the 5 main food groups within my plate. Write down the 5 food groups on the white board.
2. Students will then guess on how much of one food group they should eat each day. Allow students 30 seconds to think to themselves about how many cups of fruit they think students like them should eat in a day. When the 30 seconds are up, let the students show out their answers on a count of three. Write down the varying answer under the fruit column.
3. Repeat the process for each food group.
4. Explain to students that each person should have a certain amount of fruits, vegetables, dairy, protein, and grains each day to keep their body and mind strong. Later on, the students will find out how close their guesses were to the actual recommended amount.

Agricultural Background

MyPlate is a nutrition guide from the United States Department of Agriculture (USDA) that serves as a reminder to eat from all five food groups—fruits, vegetables, grains, proteins, and dairy. Eating a variety of foods from all five food groups is suggested. Eating a variety of foods from all five food groups is suggested.

The MyPlate guide recommends that half of the food on your plate is fruits and vegetables. Include plenty of red, orange, and dark green vegetables. Fruits should be used as snacks, salads, and desserts. Grains are food that comes from plants like wheat, corn, and oats and include bread cereal, crackers, rice, and pasta. At least half of the grains you eat should be whole grains. Protein foods include seafood, beans, meat, poultry, eggs, and nuts. It is suggested that you eat a variety of protein foods, choose lean meats, and eat seafood twice a week. Milk and yogurt are examples of dairy. It is best to choose skim or 1% milk and water to drink instead of sugary drinks. Limit the consumption of foods that contain solid fats, added sugars, and sodium, also referred to as “sometimes” foods.

There are six main groups of nutrients that a body needs to stay healthy - carbohydrates, protein, water, fats, vitamins, and minerals. Carbohydrates give you energy. Along with providing energy, protein also builds muscle, skin, and bones. Water helps your body stay cool when it sweats and also helps your body move nutrients to where they need to go. Fats provide you with energy, healthy skin, and an ability to absorb vitamins. Vitamins can help you heal and maintain strong bones, good eyesight, and healthy skin. Minerals, such as potassium, calcium, and iron, build strong bones and teeth, keep your blood healthy, and help your muscles and nervous system function properly. Each food group provides different nutrients, and no single food group can supply all the nutrients our bodies need. Eating from all five food groups helps to ensure that your body is getting necessary nutrients.



Though “portion size” and “serving size” are terms that are often used interchangeably, there is a difference. Knowing the difference makes it easier to compare what you eat to MyPlate’s daily recommendation. **Portion size** is the amount we eat during a meal or snack. Portion sizes can be bigger or smaller than MyPlate serving size equivalents. **Serving Sizes** are listed on the Nutrition Facts panel of food nutrition content for a serving. Serving sizes may be, and often are, different from MyPlate recommendations. While nutrition labels tell us what people might typically eat, it is not a recommendation for how much we should eat. The number of servings in a package is also listed on the nutrition label. It is important to keep in mind that many packages look like single servings but contain two or more servings.

A healthy lifestyle also includes physical activity. Children and adolescents should get at least 60 minutes of exercise each day. Increasing activity increases health benefits.

Good health depends on good nutrition and physical activity. Using MyPlate as a guide to identify healthy food and fitness choices will provide students with an awareness of how to maintain a healthy lifestyle.

Lesson

Activity 1: Eat/Don’t Eat

1. Discuss appropriate serving sizes and how portions can be measured by comparison with common items. Distribute copies of the *Portion Size Guide* to the students. As a class, discuss the information on the chart.
2. Using the grab bag objects, have students pull one item at a time from the bag. Challenge that class to locate the grab bag item on their *Portion Size Guide*. Then name the food item and portion size unit of measurement represented by the object pulled from the grab bag.
3. Have students fill in the “Food Group” column with the name of the correct food group. Encourage students to monitor serving sizes in accordance with their findings in this activity.
4. Note that serving sizes are measured using standard units of measurement for volume (e.g., cups, tablespoons, ounces, etc.) Introduce the idea that when farmers grow and sell their products, they measure using different standards of measurement. For example, we purchase milk by the pint, quart, or gallon. Farmers sell milk by pound. The comparison of these measurements is that there are 8.6 pounds of milk in one gallon. If you live in an area with a dairy farm, arrange a farm tour with a dairy farmer. If not, take students on a virtual tour of a dairy farm via the internet.



5. Have the students write about a time when they ate too much or put too much food on their plate. Ask them to conclude with some healthy ways to make sure they are eating the right amount of food.

Activity 2: Run the Rainbow Challenge: Hot Potato and More

1. Discuss the importance of physical activity. All children need at least 60 minutes of exercise each day. Activity levels will directly affect the amount of food needed to maintain a healthy body.
2. Explain to the students that a single baked potato contains many nutrients needed to sustain good health and support growth. Sweet potatoes are a great source of Vitamin E. They are virtually fat-free. A medium based sweet potato contains four times the recommended daily allowance of beta-carotene when eaten with the skin on.
3. Pass or toss a sweet potato around the circle using a timer. The students holding the sweet potato when the time sounds must name a health benefit of eating foods from the vegetable group.
4. Select a food item from each of the food groups. (e.g., an apple for the fruit group, a bag of dried beans for the protein group, and empty yogurt or milk contain for the dairy group, and a mini box of cereal for the grains group). Follow the same procedure for each food group.

Concept Elaboration and Evaluation

After conducting these activities, review and summarize the following key concepts:

- Some foods are more healthy and nutritious than others. A healthy diet includes a variety of food from all five food groups.
- A food's serving size is listed on the Nutrition Facts label, but this quantity is not necessarily equal to the recommended portion size that should be eaten in a healthy diet.
- Foods that are healthy can be eaten regularly, but less healthy foods should only be eaten sometimes.



Connection to Norman Borlaug

Norman is 10 years old but knows how to grow many foods. He just collected a bunch of fruits and vegetables from his garden, took his animals to be harvested, and milked the cows. Using the list of the ingredients Norman has, students will create a meal for him.

Ingredients: display this list on the board or print a handout for each student to use

Fruit	Vegetables	Grains	Dairy	Protein
Apples	Lettuce	Bread	Milk	Fish
Plum	Tomatoes	Crackers	Cream	Beef
Watermelon	Cucumbers	Oatmeal	Pudding	Pork

To create a meal for Norman, students need to know how much he should eat of each food group. Display the MyPlate website on the board <https://www.choosemyplate.gov/>. The five food groups are displayed on the page. Work through each food group one-by-one, first by clicking on fruits.

1. Discuss with the students how much of that food group is needed daily. You can find the measurement under “How much ____ is needed daily” section.
2. Scroll down to the bottom of the page and open the “cup of ____ table” drop down. Display this table on the board for students to read.
3. Students will work individually to create a meal that includes the recommended amount based on the MyPlate page and one or more of the foods available to Norman. Students can write this on paper in list form or draw on a paper plate. Be sure that students label their food and how much Norman should eat.
4. Repeat this process for each food group.
5. When students are done creating their meal for Norman, allow them to present their meal to the class one at a time.

When Norman Borlaug was growing up in the 1920's, his family grew what they ate! Oftentimes the only things they would buy in a store is flour, sugar, and cloth for clothes. Norman had to get creative in the kitchen with few choices! The meals the students created are similar to what Norman would eat each day.



Sources/Credits

This lesson was updated by Utah Agriculture in the Classroom in 2016.

National Agriculture Literacy Outcomes

Food, Health, and Lifestyle

- Identify healthy food options (T3.K-2.a)

Education Content Standards

Within HEALTH

- Health Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health (1.2.1)

Common Core Standards

Language: Anchor Standards

- CCSS.ELA-LITERACY.CCRA.L.6

Students have not only gained an understanding about a healthy lifestyle, but now know how to measure their own healthy habits! MyPlate is an application most Americans use. However, the meaning and types of foods are very different across the world. Children will learn about different ways people express their love for food.



Farmer Grows a Rainbow: Super K Buffet

Grade: 2nd grade

Time: 1 hour

Purpose:

- Students will develop an awareness that food preferences and cooking styles may be based upon geographical, ethnic, and/or religious/family customs, but all food choices fit into the groups of MyPlate
- Students will compare what life is like with and without food.
- Students will learn that Norman Borlaug is one who “fed a billion people” by creating a wheat crop.

Materials:

Interest Approach — Engagement:

- [MyPlate Activity Poster](#)
- Pictures of various food items (a [Food Models Kit](#) is available for purchase)

Activity 1: Ethnic Foods

- *Restaurant Menus*
- *Report Sheet*
- [State Agricultural Facts](#) for your state
 - The [Utah Agriculture Activity Map](#) is recommended for Utah teachers

Activity 2: Run the Rainbow Challenge: Meatball Hockey

- Nerf ball
- 2 swim noodles

Connection to Norman

- *A Full Stomach* = ____ Word Search
- Word Search Answer Key

Resources:

- [Restaurant Menus](#)
- [Report Sheet](#)



Vocabulary:

- **My Plate:** a nutritional guide from the United States Department of Agriculture (USDA) that serves as a reminder to eat from all five food groups - fruits, vegetables, grains, proteins, and dairy.

Spark Curiosity By...

1. Ask students to name foods that are healthy and nutritious (or that adults say are “good for them”). Discuss why they think certain foods help them grow and stay healthy while other foods should only be eaten sometimes. Talk with students about nutritious foods and non-nutritious foods, making sure they understand that foods that provide vitamins, minerals, and energy are better for developing bodies, helping them grow healthy and strong.
2. Show students the MyPlate Activity Poster and introduce them to each food group, noting the colors on the plate and how each one represents a food group. Information about each food group is available at Choosemyplate.gov.
3. Distribute the pictures of various food items to students, either individually or in small groups. Allow students to arrange the food pictures on the MyPlate poster according to food groups. Discuss the health benefits of the various foods.

Agricultural Background

MyPlate is a nutrition guide from the United States Department of Agriculture (USDA) that serves as a reminder to eat from all five food groups—fruits, vegetables, grains, proteins, and dairy. Eating a variety of foods from all five food groups is suggested.

The MyPlate guide recommends that half of the food on your plate be fruits and vegetables. Include plenty of red, orange, and dark-green vegetables. Fruits should be used as snacks, salads, and desserts. Grains are foods that come from plants like wheat, corn, and oats and include bread, cereal, crackers, rice, and pasta. At least half of the grains you eat should be whole grains. Protein foods include seafood, beans, meat, poultry, eggs, and nuts. It is suggested that you eat a variety of protein foods, choose lean meats, and eat seafood twice a week. Milk and yogurt are examples of dairy. It is best to choose skim milk or 1% milk and water to drink instead of sugary drinks. Limit the consumption of foods that contain solid fats, added sugars, and sodium, also referred to as “sometimes” foods.

There are six main groups of nutrients that a body needs to stay healthy—carbohydrates, protein, water, fats, vitamins, and minerals. Carbohydrates give you energy. Along with providing energy, protein also builds muscle, skin, and bones. Water helps your body stay cool when it sweats and also helps your body move nutrients to where they need to go. Fats provide you with energy, healthy skin, and an ability to absorb vitamins. Vitamins can help you heal and maintain strong bones and teeth, keep your blood



healthy, and help your muscles and nervous system function properly. Each food group provides different nutrients, and no single food group can supply all the nutrients our bodies need. Eating from all five food groups helps to ensure that your body is getting necessary nutrients.

A healthy lifestyle also includes physical activity. Children and adolescents should get at least 60 minutes of exercise each day. Increasing activity increases health benefits.

Good health depends on good nutrition and physical activity. Using MyPlate as a guide to identify healthy food and fitness choices will provide students with an awareness of how to maintain a healthy lifestyle.

Lesson

Activity 2: Ethnic Foods

1. Lead a class discussion about different kinds of foods Americans enjoy (e.g., Chinese, Mexican, Italian, French, Japanese). If students are struggling with “types,” encourage them to begin by naming restaurants they like. You may use this as an opportunity to introduce the concept of culture and how food preparation varies from one country to another. Provide copies of the three restaurant menus for student review. Explain that the restaurants chosen represent American versions of regional/national cuisine. Note that people from various national, ethnic, and religious backgrounds enjoy special dishes originating from these backgrounds. Emphasize that, regardless of ethnic origin, all food items can be found in the five food groups of MyPlate and all food originates on farms through the efforts of farmers.
2. Allow students to work individually or in small groups to select menu items to compare to MyPlate. Provide students with a “Report Sheet” to record data regarding the number of food groups included in the selected menu items. Instruct students to research the caloric content, the number of fat grams, grams of carbohydrates, etc. in each menu item. Discuss the importance of knowing about calories, fat grams, carbohydrates, sugars, etc.
3. After analyzing the selected menu items, allow students to consider which ingredients of the menu item are produced as agricultural commodities in your state. For example, a taco contains corn in its shell, beef for its filling, cheese, lettuce, and tomatoes for toppings. As a class, using your [State Agricultural Facts](#) or the [Utah Agriculture Activity Map](#), identify the ingredients in the selected menu items that are produced by farmers in your state.
4. Further challenge students to research other cuisine with a geographic, ethnic, or religious connection and compare it to the guidelines set forth by MyPlate (e.g., Thai, Vietnamese, Jewish/Kosher, Caribbean, Scandinavian). They can



also conduct an investigation into which ingredients of the menu items are produced in your state.

5. Have students write about a time when they enjoyed a meal that included menu items from a culture other than their own. Include a description of their experience eating the new foods.

Activity 3: Run the Rainbow Challenge: Meatball Hockey

1. Discuss the importance of physical activity. All children need at least 60 minutes of exercise each day. Activity levels will directly affect the amount of food needed to maintain a healthy body.
2. Share with the students that a person must walk the length of a football field in order to burn the number of calories contained in one M&M candy! Explore the concept that calories consumed and calories spent through physical activity affect a person's weight. For an overview of the number of calories burned for a variety of activities, have students go to chooseMyPlate.gov.
3. Ask students to name a food they associate with Italy. When spaghetti has been named, ask the students to name the ingredients in spaghetti. Explain that the activity in which they are going to participate involves the meatballs and noodles found in spaghetti.
4. Before play begins, mark the goal lines on each end of the play space (see Figure 1).
5. Use a Nerf ball to represent the meatball and swim noodles to represent the noodles. In a large, open space divide the class in half and form two lines facing one another. Have one line of students number up from right to left and the other line number up left to right.
6. Place the Nerf ball in the center of the court and a noodle on the floor on each side of the meatball. Play begins when the teacher calls a number from the container with numbers inside. One student from each team races to the center, picks up a noodle, and tries to sweep the meatball over their designated goal line. Their opponent tries to keep them from scoring while trying to gain control of the meatball and sweep it over the opposite goal. Play continues until all numbers have been called.

Concept Elaboration and Evaluation

After conducting these activities, review and summarize the following key concepts:

- Some foods are more healthy and nutritious than others. A healthy diet includes a variety of foods from all five food groups.
- Regardless of ethnic origin, all food items can be found in the five food groups of MyPlate and all food originates on farms through the efforts of farmers.
- Exercise is an important part of a healthy lifestyle.



Connection to Norman Borlaug

Students have learned how to maintain a healthy lifestyle that involves both eating the correct number of calories as well as remaining physically fit. Many people are fortunate to always have food available to them. However, there are still many people across the world that are unsure of where their next meal will come from.

1. Ask students what they think life would be like without having enough food to eat. To paint a picture of how life is spent as someone who is starving, play the game **This or That**.

2. Students are to choose which option they think fits the lifestyle of someone who is hungry. Have them say “this” for the first option and “that” for the second option. Underlined options are correct.

- a. Play sports or Walk 5 miles for water
Most hungry communities do not have access to fresh water let alone a water well
- b. Go to school or Grow vegetables
Many children do not attend school because their family needs helping growing their own food
- c. Eat 10 rice grains or Eat at a restaurant
Restaurants are not an option. Most food starving people get is from home and in very small quantities
- d. Live in an empty house or Live with 10 people
Many families live with multiple generations. So, children will grow up living with their parents and grandparents.
- e. Little strength or Extra energy
Because hungry people don't get much food, their muscles do not have enough nutrients to grow strong.

Norman Borlaug understood that many people across the world dealt with the everyday effects of starvation. During his time, Norman addressed the hunger issue in 3 main areas; Mexico, Pakistan, and India. These countries now have full bellies thanks to Dr. Borlaug and his wheat research.

1. Allow students to complete the *A Full Stomach* = ___ word search(attached). Each word relates to what each country is experiencing now as a fed country.

Sources/Credits

1. <http://kids.niehs.nih.gov/topics/healthy-living/food/talk-about-food/index.htm>
2. <https://www.livestrong.com/article/314404-how-many-calories-do-you-lose-per-mile>



National Agriculture Literacy Outcomes

Food, Health, and Lifestyle

- Describe the necessary food components of a healthy diet using the current dietary guidelines (T3.3-5.a)

Education Content Standards

Within HEALTH

- 1.5.1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Common Core Standards

Writing: Anchor Standards

- CCSS.ELA-LITERACY.CCRA.W.3