

Intended for Grades: 5th - 6th **Est. Time:** 45 min.

Lesson Title: EAT A RAINBOW

Lesson Purpose: Students will:

- *Gain knowledge about their ancestors
- * Make healthy food choices by studying a Hawaiian/local food pyramid
- * Sample a variety of healthy “rainbow” foods

Materials & Preparation:

-Pohaku Ku’i ‘Ai Pono poster for overhead projection (from E Ola Pono curriculum)
-A variety of fruits and vegetables, cut-up into bite-sized pieces: I.e.: banana, purple ‘uala (sweet potato, *kalo* (taro), *ulu* (breadfruit), seasonal fruits and vegetables; toothpicks

Background Information:

Pohaku Ku’i ‘Ai Pono is the name of the Hawaiian food pyramid reflected in this lesson. *Pohaku ku’i ‘ai* is the stone used to pound *poi*, which is the staple of the Hawaiian diet and is made by cooking and pounding taro. *Pono* means goodness, uprightness, correct, etc. This name reflects the importance of taro and *poi* in Hawaiian culture. This diet is based on using traditional foods.

Steps:

1. Place the poster on an overhead; ask the *haumana* (students) to observe all the fine details in the poster for a couple of minutes.

2. Invite discussion by asking: “*Why do you think the poi pounder was chosen to reflect this Hawaiian food pyramid?*” (The pohaku ku’i ‘ai symbolizes *kalo* as the most important staple in the traditional Hawaiian diet and in days past, there was much respect and many rules when it came to planting, harvesting, cooking and preparation of *kalo*.)

3. Create 5 groups and assign each group one of the following five aspects of the poster to discuss among themselves for 2 or 3 minutes. Invite groups to carefully look at the whole poster first, and then describe what they think is the meaning for one of the following (assign one aspect to each group). Follow up with one group member sharing their thoughts.

a. The rainbow (*Reminder to eat a rainbow of fruits and vegetables every day. Deep greens, yellows, oranges, reds and purples mean that the food is rich in vitamins and minerals. This provides healthy fuel for our body and helps prevent diseases.*)

b. Faces in the mountains (*They represent our ancestors and the knowledge they possess. They led healthy lives and are our example to live an active lifestyle and eat nutritious foods cooked in healthy ways.*)

c. Paddler, surfer and swimmer (*They represent recreation. Active lifestyle was important to everyday life of our Hawaiian people, and should be a part of all our lives daily.*)

d. People walking in the fields (*Our ancestors were committed and worked hard for the food they ate, whether fishing, farming, or gathering. There were no fast*

food restaurants or junk food like we have today. Maybe it's time for us to use some of our energy to grow or fish for our own food, too!)

e. Water flowing down the center. (*Wai [water] is very valuable to Hawaiians, both now and in the past, as it nurtures the land, the plants, and us! It provides health to our bodies, food, and a place for activities like surfing, canoe paddling, and swimming.*)

4. Next, observe and discuss the foods found on the pyramid. Help participants understand:

- The pyramid shape represents the way our diet should be shaped.
- What “minimally processed” means: When food is minimally processed, it is closer to its original form. Share the concept using an apple: a. Fresh = not processed b. Applesauce = minimally processed c. An apple pie = very processed, with added flour, sugar, etc. Discuss bread as another example: (whole grain vs. white bread)
- Discuss examples of carbohydrates: Breadfruit, banana, kalo, poi, breads, muffins, pancakes, pasta, brown rice and cereal. Ask if they can name the least processed carbohydrate foods.
- Talk about the fruits and vegetables representing colors of the rainbow, food with many vitamins and minerals (Upper level of the bottom portion).
- Next section to talk about contains dairy and protein foods, including fish, tofu, chicken, turkey, beef, pork, eggs, and nuts as well as dairy products like milk, cheese, and yogurt. People need smaller amount of these foods.
- Top section is the smallest group, which includes fats, oils and sweets, such as oil, mayonnaise, spam, butter, avocado, chips, candy, cookies, and many of “junk foods”. Work to eat healthier fats, such as coconut, avocado and olive oil.

5. Serve the students bites of some fruits and vegetables; discuss what they taste and how it feels when eating them.

Extension Activity: Create charts of natural foods (fruits, vegetables, etc.) of a certain color: Green, red, orange, yellow, purple, blue, brown, etc. Facilitate through group work or brainstorm as a class, adding new foods they find over time.

6. Reflection Questions:

- * *Think of the different foods you ate during the “Eat a Rainbow” lesson. Did they contain the colors of the rainbow?*
- * *What foods were minimally processed or more natural?*
- * *Why should we eat healthy?*

Resources:

- * See Lesson Resource: *Pohaku Ku'i 'Ai Pono* Poster

PŌHAKU KUI'AI PONO

