

Anchor --- Add --- Apply --- Away Examples

ANCHOR

You are teaching a class on “My Pyramid”. You give participants a picture of the pyramid and you ask each person to share with a partner if they have seen the pyramid and where they might have seen it.

ADD

You are teaching a class on “My Pyramid”. You explain the different food groups and what foods belong in each group with the information on the flip chart.

APPLY

You are teaching a class on “My Pyramid”. You give participants different food models. Around the room are baskets labeled with the name of the food groups. You ask participants to go place the food models in the correct basket. After the activity is finished, ask the group “what foods were difficult to place in a basket”.

AWAY

You taught a lesson on “My Pyramid”. You have participants plan a meal seeing if they can use all the foods from the food groups of “My Pyramid”.

Anchor Examples

Today's lesson is "Feeding Young Children". You ask participants to **share** with a partner what they like best about eating together as a family.

You are teaching a lesson on fruits. You give participants a sheet with pictures of fruit on it. You ask the participants to think about the fruits they usually eat. Ask participants if any of those fruits are on the handout you gave them. Have them circle those fruits. Ask anyone if they would like to share which fruits they circled.

You are teaching a lesson on meal planning. You ask participants to share with a partner "what makes cooking meals for the family difficult". Ask participants if anyone would like to share what they discussed with their partner.

You are teaching a lesson on snacks. You ask participants to think about their favorite snacks and have them **list** those snacks on separate little pieces of paper. Around the room you have large papers labeled with the names of the food groups. Have participants go put the snacks they wrote on the little pieces of paper under the correct food group. You play music while they are placing their snacks in the food groups. After the papers are placed, you discuss with participants which food group has the majority of the papers.

Today's lesson is about meats. You ask participants to share with the person sitting next to them, what is their favorite way to prepare meat or meat substitutes?

Add Examples

You are teaching a class on fat and cholesterol. You **show** participants how much fat is in certain foods by having them **look** at the “fat tubes”.

You are teaching a lesson on hand washing. You show the participants how to properly wash their hands and teach them a song to demonstrate how long 20 seconds is.

You are teaching a class on breastfeeding. You have participants watch a video that demonstrates the proper ways to hold the baby while breastfeeding.

You are teaching a class on breakfast. You use balloons to show participants what their energy is like when they eat breakfast and what it is like when they don't eat breakfast.

You are teaching a class on serving sizes. You show participants correct serving sizes by passing around food models and sample dishes that represent the different serving sizes.

Apply Examples

You are teaching a class on vegetables. You pass out pictures of vegetables and you have participants **place** them into categories according to leafy green, orange/yellow, starchy, or beans/peas while they are listening to music.

You are teaching a class on dairy foods. You have on display different serving sizes of dairy foods. Have participants **look** at the different displays and **identify** which ones are the correct serving sizes.

You are teaching a lesson on cooking. You have participants **practice** measuring different liquid and solid ingredients and have them **discuss** what measuring device they would use.

You are teaching a lesson on serving sizes. You ask participants to measure the correct serving for a variety of different foods. After the activity, you ask participants “what surprised you most as you were measuring the different foods”.

You are teaching food safety. You give participants a recipe. With a partner, you have them discuss where in the recipe they need to be concerned about food safety (for example: hand washing, cooking to proper temperature, cross contamination, etc).

Away Examples

You taught a lesson called “eating on the go”. You have participants **look** at sample nutrition facts brochures from fast food restaurants and have them **discuss** with a partner what foods they would choose as healthy meals and healthy snacks for when they visit that restaurant.

You are teaching a lesson on Shopping for Food. You have participants think about what foods they usually buy when they go to the grocery store (everyday supplies). You have participants write those foods on a list and compare with other people in their group. After comparing, you have participants revise their list. The goal is to have a personalized master shopping list that they can use every time they go to the store where they can circle the items they need.

You are teaching a lesson on fruits and vegetables. You just finished making and tasting different salsa recipes. You ask participants to think about what foods they have at home right now that they could make salsa with. Have them list those foods. From the list of foods, have them write down a recipe for the salsa they could make using the ingredients they listed. If they do not have enough ingredients, have them list additional things they would need to get in a separate column.

You taught a lesson on food safety. You ask participants to think about food safety in their kitchen at home. With a partner, have them discuss things they would do differently the next time they are preparing a meal for their family.

You are teaching a lesson on breakfast. You ask participants to get in a small group of 3-4 people and plan out breakfast that they can prepare at home with foods they have on hand. You ask them to come up with four different breakfast meals.