



Wolf Pack Coaches Challenge Lesson Plans



Lesson Plans for Kindergarten

Lessons can be changed and adapted to fit with your current curriculum and are designed to be flexible, such that they align with the needs of your particular classroom. They promote small group collaboration, and aim to increase health knowledge while addressing academic goals in language arts, math and science.

Week 1 Discover MyPlate For the full curriculum and accompanying handouts visit https://www.fns.usda.gov/tn/discover-myplate-nutrition-education-kindergarten			
Suggested Lesson Plans	<u>Meet the Five Food Group Friends</u>	<u>Discover MyPlate!</u>	<u>Eat Your Colors</u>
	OBJECTIVE: This first lesson will focus on identifying various foods, classifying them by their food group, and understanding that eating from all five food groups helps keep us healthy.	OBJECTIVE: Students will be introduced to the MyPlate icon and discover how it reminds us to eat from all five food groups. They will learn how to build MyPlate meals and explore the importance of being active	OBJECTIVE: Students will experience new fruits and vegetables through all of their senses, not the least of which is taste. They will discover where a variety of fruits and vegetables come from and that they make great snacks!
	Week 2 Discover MyPlate		
	<u>Planting the Seeds for Healthier Eating</u>	<u>Starting our Day with MyPlate</u>	<u>Let's Play, Let's Party</u>
	OBJECTIVE: Students will discover that all fruits and vegetables start as seeds and grow into plants. They will also feel a sense of pride and accomplishment when they get a chance to grow something themselves.	OBJECTIVE: In this lesson, students continue to discover how eating healthy foods helps them to learn, play, and grow. They will reflect on how internal hunger and fullness cues are the body's way of saying when to eat and when to stop eating.	OBJECTIVE: Being healthy is not only about eating well. It is also about being physically active. This lesson will promote physical activity through song and dance, story, and role-play.
	Week 3		
	<u>GO, SLOW, WHOA! Foods</u>	<u>Less Screen-Time, More Move-Time</u>	<u>Choosing GO Snacks & Beverages!</u>
	OBJECTIVE: This exercise teaches children how to distinguish between GO foods, SLOW foods, and WHOA foods.	OBJECTIVE: This exercise introduces children to the concept of screen-time and identifies alternatives to screen-time activities.	OBJECTIVE: This exercise teaches children the health benefits of eating fresh, whole fruits and encourages them to consume them as healthy snacks throughout the day as well as making healthy beverage choices.
Week 4			
<u>What is Physical Activity?</u>	<u>What Am I?</u>	<u>Super Bones!</u>	
OBJECTIVE: This exercise will allow students to get and moving while putting a fun twist on the classic game.	OBJECTIVE: This exercise allows children to identify new fruits and vegetables to consume.	OBJECTIVE: This exercise demonstrates the importance of dietary calcium and weight-bearing activities for building strong bones, and also teaches children how to identify the healthiest calcium-rich foods.	

Lesson Plans for 1st & 2nd grade

Lessons can be changed and adapted to fit with your current curriculum and are designed to be flexible, such that they align with the needs of your particular classroom. They promote small group collaboration, and aim to increase health knowledge while addressing academic goals in language arts, math and science.

Suggested Lesson Plans	Week 1 Serving Up MyPlate: A Yummy Curriculum For the full curriculum and accompanying handouts visit https://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum		
	<u>Fun with Food Groups</u> OBJECTIVE: This exercise teaches children about the different food groups that make up my plate.	<u>Eat Smart to Play Hard</u> OBJECTIVE: This exercise teaches children how to relate the concept of energy balance to their food consumption and physical activity levels.	<u>“Sometimes” Foods and “Switcheroos”</u> OBJECTIVE: This exercise will encourage children to make healthy beverage choices.
	Week 2		
	<u>GO, SLOW, WHOA! Foods</u> OBJECTIVE: This exercise teaches children how to distinguish between GO foods, SLOW foods, and WHOA foods.	<u>Keeping Your Body in Energy Balance</u> OBJECTIVE: This exercise introduces children to the concept of screen-time and identifies alternatives to screen-time activities.	<u>Start Your Day with a GO Breakfast!</u> OBJECTIVE: This exercise teaches children about the importance of eating breakfast, and also how to read a nutrition label for sugar and fiber content.
	Week 3		
	<u>Less Screen-Time, More Move-Time!</u> OBJECTIVE: This exercise introduces children to the concept of screen-time and identifies alternatives to screen-time activities.	<u>Choosing GO Snacks and Beverages!</u> OBJECTIVE: This exercise teaches children the health benefits of fresh, whole fruits and encourages them to consume them as healthy snacks throughout the day.	<u>Super Bones!</u> OBJECTIVE: This exercise teaches children the health benefits of fresh, whole fruits and encourages them to consume them as healthy snacks throughout the day.
	Week 4		
	<u>What is Physical Activity?</u> OBJECTIVE: This exercise will allow students to get and moving while putting a fun twist on the classic game.	<u>What am I?</u> OBJECTIVE: This exercise allows children to identify new fruits and vegetables to consume.	<u>WHOA! Slow Down With Fast Food!</u> OBJECTIVE: This exercise teaches children about the high fat content of many fast food options and helps them to develop strategies for making healthier fast food choices.

Lesson Plans for 3rd & 4th grade

Lessons can be changed and adapted to fit with your current curriculum and are designed to be flexible, such that they align with the needs of your particular classroom. They promote small group collaboration, and aim to increase health knowledge while addressing academic goals in language arts, math and science.

	Week 1 Serving Up MyPlate: A Yummy Curriculum For the full curriculum and accompanying handouts visit https://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum		
Suggested Lesson Plans	<u>We Are What We Eat</u>	<u>You be the Chef</u>	<u>The Science of “Sometimes” Foods</u>
	OBJECTIVE: This exercise teaches children about the different food groups that make up my plate.	OBJECTIVE: This exercise teaches children how to relate the concept of energy balance to their food consumption and physical activity levels.	OBJECTIVE: This exercise will encourage children to make healthy beverage choices.
	Week 2		
	<u>GO, SLOW, WHOA! Foods</u>	<u>Keeping Your Body in Energy Balance</u>	<u>Start Your Day with a GO Breakfast!</u>
	OBJECTIVE: This exercise teaches children how to distinguish between GO foods, SLOW foods, and WHOA foods.	OBJECTIVE: This exercise introduces children to the concept of screen-time and identifies alternatives to screen-time activities.	OBJECTIVE: This exercise teaches children about the importance of eating breakfast, and also how to read a nutrition label for sugar and fiber content.
Week 3			
<u>Less Screen-Time, More Move-Time!</u>	<u>Choosing GO Snacks and Beverages!</u>	<u>Super Bones!</u>	
OBJECTIVE: This exercise introduces children to the concept of screen-time and identifies alternatives to screen-time activities.	OBJECTIVE: This exercise teaches children the health benefits of fresh, whole fruits and encourages them to consume them as healthy snacks throughout the day.	OBJECTIVE: This exercise teaches children the health benefits of fresh, whole fruits and encourages them to consume them as healthy snacks throughout the day.	
Week 4			
<u>What is Physical Activity?</u>	<u>What am I?</u>	<u>WHOA! Slow Down With Fast Food!</u>	
OBJECTIVE: This exercise will allow students to get and moving while putting a fun twist on the classic game.	OBJECTIVE: This exercise allows children to identify new fruits and vegetables to consume.	OBJECTIVE: This exercise teaches children about the high fat content of many fast food options and helps them to develop strategies for making healthier fast food choices.	

Lesson Plans for 5th & 6th grade

Lessons can be changed and adapted to fit with your current curriculum and are designed to be flexible, such that they align with the needs of your particular classroom. They promote small group collaboration, and aim to increase health knowledge while addressing academic goals in language arts, math and science.

Week 1 Serving Up MyPlate: A Yummy Curriculum For the full curriculum and accompanying handouts visit https://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum			
Suggested Lesson Plans	<u>MyPlate, MySelf</u>	<u>Know your Nutrients</u>	<u>Decisions, Decisions</u>
	OBJECTIVE: This exercise teaches children about the different food groups that make up my plate.	OBJECTIVE: In this lesson, students will explore the concept of nutrients in foods.	OBJECTIVE: This exercise will encourage children to make healthy beverage choices.
	Week 2		
	<u>GO, SLOW, WHOA! Foods</u>	<u>Keeping Your Body in Energy Balance</u>	<u>Is it a Fruit?</u>
	OBJECTIVE: This exercise teaches children how to distinguish between GO foods, SLOW foods, and WHOA foods.	OBJECTIVE: This exercise introduces children to the concept of screen-time and identifies alternatives to screen-time activities.	OBJECTIVE: In this activity, students learn that 100% means the “whole thing.” If a fruit juice is not 100% juice, then it is not a fruit- it is an “extra” food. Smart Snack Standards require that schools provide only 100% juice, in order to obtain a full serving of fruit.
	Week 3		
	<u>Less Screen-Time, More Move-Time!</u>	<u>Choosing GO Snacks and Beverages!</u>	<u>Super Bones!</u>
	OBJECTIVE: This exercise introduces children to the concept of screen-time and identifies alternatives to screen-time activities.	OBJECTIVE: This exercise teaches children the health benefits of fresh, whole fruits and encourages them to consume them as healthy snacks throughout the day.	OBJECTIVE: This exercise teaches children the health benefits of fresh, whole fruits and encourages them to consume them as healthy snacks throughout the day.
Week 4			
<u>Planning a Healthy Menu using MyPlate</u>	<u>What is Physical Activity?</u>	<u>WHOA! Slow Down With Fast Food!</u>	
OBJECTIVE: In this activity, students will be able to use their knowledge of the food groups to plan 5 days of healthy dinner meals.	OBJECTIVE: In this activity, students will be able to describe how intensity levels change with activity.	OBJECTIVE: This exercise teaches children about the high fat content of many fast food options and helps them to develop strategies for making healthier fast food choices.	

GO, SLOW, WHOA! Foods

OBJECTIVE: This exercise teaches children how to distinguish between GO foods, SLOW foods, and WHOA foods.

INTRODUCTION TO KIDS:

“Foods are divided into three groups: GO foods, SLOW foods and WHOA foods. But how do we decide which group a food belongs to? A GO food is very healthy for you and can be eaten every day. It has nutrients in it which are good for you. An example of this would be an apple or carrots. A WHOA food is a food that is not as healthy for you, but can be a special treat, *eaten once in a while*, like birthday cake or a candy bar.”

“A SLOW food is in between a GO food and a WHOA food. It’s a food that is good to eat, maybe even every day, but in smaller quantities, like graham crackers or a bagel and cream cheese.”

“How do we know if a food is GO, SLOW, or WHOA? GO foods usually contain the smallest amounts of unhealthy kinds of fats and sugars. WHOA foods usually contain the largest amounts. And SLOW foods are usually in between.”

“Healthy fats are liquid at room temperature and come from plant sources, like peanut butter. Unhealthy fats are solid at room temperature and most of them come from animal sources, like cheese and hamburgers. Healthy sugar comes from fruit and 100% fruit juice. Unhealthy sugar comes from soda and candy.”

“There are no bad foods, and all foods can fit into a healthy diet. But a healthy diet is made up of more GO foods than SLOW foods, and more SLOW foods than WHOA foods!”

ACTIVITY:

1. Demonstrate the body movements for GO, SLOW and WHOA.
GO: stand up and wave arms in the air
SLOW: squat down with hands on hips
WHOA: sit on the ground and put hands out in a stop position
2. Call out different foods and let the children identify them as GO, SLOW, or WHOA with their body movements.
3. Discuss with the children why each particular food is GO, SLOW, or WHOA.

ADDITIONAL ACTIVITIES:

1. Stand in a circle with the kids and, one by one, have them call out a food. Have the other children identify with their body movements as GO, SLOW, or WHOA.
2. Change the body movements to jumping jacks, running in place, push-ups—anything to get the kids moving.
3. Cut out pictures of foods from a grocery store flyer or magazine and let the kids identify them as GO, SLOW, or WHOA.

ADDITIONAL INFORMATION:

The purpose of the GO, SLOW, WHOA food activity is to teach children the concepts of healthy food choices, balance and moderation. Since they are not always in control of the foods offered to them, the key is to equip them with the tools to make the best choices with what is available.

Sometimes, a food can belong to more than one group according to the manner in which it is prepared or processed. Baked chicken is a GO food, but fried chicken is a WHOA food. Low-fat milk products are GO foods, whereas whole milk products are WHOA foods.

Smart Snack standards emphasize that while all types of foods can be consumed, schools must provide mostly GO foods for students. It is also important to note that eating large quantities of foods, even GO foods, can be unhealthy, so moderation is essential. Children should be encouraged to eat more GO than SLOW foods, and more SLOW foods than WHOA foods.

Examples of GO Foods: fresh raw fruit, fresh raw vegetables, whole wheat bread, corn tortillas, black beans, low-fat yogurt, brown rice, quinoa (keen-wah), skim milk products, low-fat string cheese, oatmeal, hard-boiled eggs, baked fish, tuna fish, baked chicken, tofu.

Examples of SLOW Foods: graham crackers, juice, bagels, pretzels, white bread, white rice, waffles, pancakes, refried beans, peanuts, scrambled eggs, breaded chicken, ketchup, jelly, veggie burger.

Examples of WHOA Foods: milkshakes, fried rice, French fries, fast food, fried eggs, fried fish sticks, fried chicken, candy bars, cakes, pies, cookies, whole milk products, sour cream, ice cream, canned fruits, biscuits, doughnuts, muffins, bacon, hot dogs, salami, pepperoni, soda drinks, energy drinks, syrup, mayonnaise, sports drinks.

Meet the Five Food Group Friends

OBJECTIVE: This lesson will focus on identifying various foods, classifying them by their food group, and understanding that eating from all five food groups helps keep us healthy.

ACTIVITY:

1. Display the [poster The Five Food Groups](#) where students can see it. Gather children on the carpet in a circle. Place two hoops or a sorting mat in the center of the circle, then empty a large container of buttons or another manipulative in front of you. Demonstrate how the objects can be sorted into the hoops by attribute (such as color, size, or shape). Give children a few minutes to sort the remaining objects. Have students put the sorting objects back into the bin, then return to their seats on the floor.
2. Explain that, just like sorting objects (e.g., buttons) by color, shape, or size, we also sort foods into food groups. Foods in the same food group are similar in some way.
3. Use the poster as a visual reference while you introduce the five food groups: Fruit Group, Vegetable Group, Grains Group, Protein Foods Group, and Dairy Group.
4. Spread out the [Food Cards](#) in the center of the circle. Ask students to name a food that they ate this week and choose it from the cards. Tape their cards on the board or to a flip chart.
5. Select two foods students chose from the Fruit Group — for example, an apple and an orange — and ask: You named an apple and an orange. What food group do apples and oranges belong to? Explain that fruits come from plants and can be many colors. They often taste sweet and are eaten as a snack or even for dessert. Fruits help our bodies stay healthy and grow. Ask students to name other fruits students mentioned. Review any that students missed. See [The Five Food Groups handout](#)
6. Continue to ask students what food groups their [Food Cards](#) belong to: Ask: What food group do broccoli and sweet potatoes belong to? (Vegetable) As with fruits, there are many different colors of vegetables, such as green, orange, and red. Some vegetables, like carrots and broccoli, can be fun to crunch when they are raw. Ask: Who likes to eat baby carrots, jicama, or cherry tomatoes with low-fat ranch dip for snack?
7. Use the [Food Group Friends Profile Cards](#) to introduce students to Farrah Fruit, Reggie Veggie, Jane Grain, Dean Protein, and Mary Dairy.
8. Show each Food Group Friend and talk about how they are made up of foods from a particular food group. Talk about how the Food Group Friends can help us remember which foods belong to which food group:
 - **Farrah Fruit** — apple, blackberries, bananas, watermelon, strawberry, kiwi, grapes, orange, cherries
 - **Reggie Veggie** — carrot, broccoli, snap peas, spinach, bean
 - **Jane Grain** — whole-wheat bread, whole-grain spaghetti and bow-tie pasta, whole-grain cereal, brown rice, popcorn, graham crackers
 - **Dean Protein** — chicken, ham, egg, beans, peanuts
 - **Mary Dairy** — yogurt, milk, cheese
9. Display all of the Food Group Friends Profile Cards on the board or flip chart. Give each student a Food Card. Invite students to come up one at a time and “give” their card to the Food Group Friend that is made up of the same types of foods as their food card. Then, review and discuss with the class which food group each Food Card belongs to. For example, beans could be given to Dean Protein. Look at Dean Protein’s hair. It is made of beans. Beans are in the Protein Foods Group. Beans could also be given to Reggie Veggie. Look at Reggie Veggie’s nose. It is a type of bean. Beans belong to both the Protein Foods Group and Vegetable Group!
10. At the end of the discussion, ask students the essential questions: What are the names of the five food groups? Which foods belong in each group?

Discover MyPlate!

OBJECTIVE: Students will be introduced to the MyPlate icon and discover how it reminds us to eat from all five food groups. Students will learn how to build MyPlate meals and explore the importance of being active.

ACTIVITY:

1. Display the [Food Group Friends Profile Cards](#) and remind students of the Five Food Group Friends and how they each represent the variety of foods we should eat from each of the five food groups. Introduce MyPlate Nate and Kate by showing their profile card, and say, “Meet MyPlate Nate and Kate. They eat healthy foods from each food group every day. They also like to run and play every day. Eating smart helps them play hard.”
2. Tell students that, when we eat food from all of the food groups, we help our bodies get what they need to play, grow, and be healthy. Explain that foods give us “fuel” to run around and play, just like a toy that uses batteries to run. Without batteries, the toy does not work. Without food, our bodies would not have the energy we need to read a book, dance around, or walk to the school bus. Eating the right amounts of foods from each food group helps us be our best at play, sports, and school.
3. Display the [poster The Five Food Groups](#) at the front of the room. Tell students that this is the MyPlate icon. It reminds us to eat foods from each food group. Point out the food groups and their placement on the MyPlate icon. Explain that fruits and vegetables should fill half of our plates at meals. This helps us make sure we are eating enough fruits and vegetables.
4. Explain that when we eat a meal that has foods from all five food groups, it is called a “MyPlate meal.” Practice creating MyPlate meals with students. Divide students into five groups that correspond to each of the food groups. Ask one group to name a food from the food group that they like to eat for dinner. Next, ask the other groups to share what foods they can bring to the meal to make it a MyPlate dinner. For example, if students in the Protein Foods Group said they like to eat chicken, other food group teams could add brown rice, carrots, milk, and a pear to the meal. Draw and label each “meal” on the board.

Eat Your Colors!

OBJECTIVE: Students will experience new fruits and vegetables through all of their senses, not the least of which is taste. They will discover where a variety of fruits and vegetables come from and that they make great snacks!

ACTIVITY:

1. Begin the lesson by asking students to name different fruits. List their responses. Repeat, having students name vegetables.
2. Point out to students that the fruits and vegetables they mentioned are lots of different colors. They could make a rainbow with all of the beautifully colored fruits and vegetables they mentioned!
3. Name a variety of colors and ask students to name fruits and vegetables of that color. Display [The Five Food Groups poster](#) near the front of the room as a visual aid for this discussion.
4. Ask students why they think it is good to eat fruits and vegetables of different colors. (They can make your plate/meal or snack look pretty. By eating different-colored fruits and vegetables you can help your body get what it needs to be healthy.)
5. Divide your class into two groups and assign one group as fruits and the other as vegetables. Ask each student to draw a food from his or her food group. Have each student share his or her drawing with the class. Ask these questions:
 - Have you tasted the food in your drawing before?
 - What does it taste like?
 - Where did you eat it?
 - What color is your food?
6. After sharing, have students group themselves according to the color of their fruit or vegetable (i.e. red, orange, yellow, green, blue, purple, or white). Have students make a graph to show how many of them drew a fruit or vegetable of each color.

★TEACHER TIP★

Fruits and Vegetables by Color

Blue/Purple

- Blackberries
- Blueberries
- Eggplant
- Plums
- Purple Belgian endive
- Purple cabbage
- Purple figs
- Purple grapes
- Purple potatoes



Green

- Asparagus
- Avocados
- Bok choy
- Broccoli
- Brussels sprouts
- Cabbage
- Collard greens
- Cucumbers
- Edamame
- Green apples
- Green beans
- Green leaf lettuce
- Green lentils
- Green peas
- Green peppers
- Green split peas
- Honeydew melons
- Kale
- Kiwi
- Okra
- Snow peas
- Spinach
- Sugar snap peas
- Swiss chard
- Zucchini



Orange

- Apricots
- Butternut squash
- Cantaloupe melons
- Carrots
- Nectarines



Orange (continued)

- Oranges
- Papayas
- Peaches
- Pumpkin
- Sweet potatoes
- Tangerines

Red

- Cherries
- Cranberries
- Radishes
- Raspberries
- Red apples
- Red beans
- Red beets
- Red bell peppers
- Red grapes
- Red lentils
- Red potatoes
- Red tomatoes
- Rhubarb
- Strawberries
- Watermelon



White

- Baking potatoes
- Cauliflower
- Jicama
- Mushrooms
- Navy beans
- Turnips



Yellow

- Chickpeas (Garbanzo beans)
- Corn
- Crookneck squash
- Mangoes
- Pineapples
- Yellow peppers
- Yellow summer squash
- Yellow tomatoes
- Wax beans



Planting the Seeds for Healthier Eating

OBJECTIVE: Students will discover that all fruits and vegetables start as seeds and grow into plants

ACTIVITY:

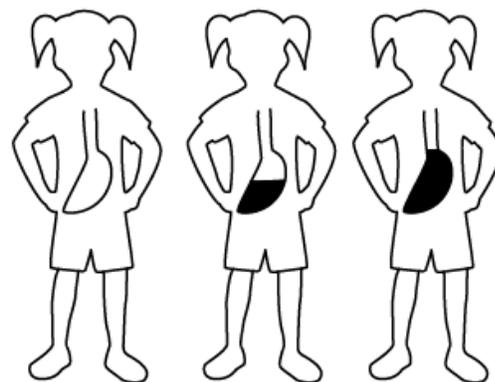
1. Begin by asking students what kinds of fruits and vegetables they ate for dinner yesterday. Invite students to point to any that are on [The Five Food Groups poster](#), or draw some of their choices on the board. Ask: Where did those foods come from? Did your mom or dad buy them at the grocery store? As they share, draw a store or parents on the board.
2. Next, ask: Where did the grocery store get them? Allow students to think about experiences and observations, then share their ideas. For example, they may suggest farms, gardens, or trees.
3. Ask: Have you ever seen fruits and vegetables growing (like when apple picking or in a garden at home)? Explain to students that fruits and vegetables come from plants. Plants are living things. If possible, ask students to join you at the window and look outside. Ask students to name or point out different plants — trees, shrubs, flowers, etc. — that they see. Tell students that fruits and vegetables grow from seeds into plants, just like flowers do.
4. Explain that the fruits and vegetables that we eat are grown on plants in gardens and orchards, on farms, and in greenhouses. Ask students whether they have ever been to a farm or know of a garden in their community. People like gardeners and farmers work hard every day to grow plants, keep them healthy, and pick the fruits and vegetables we eat.
5. Ask students: What do plants need to grow? Explain that plants need certain things to grow: food (in soil), water, light, space, warmth, and air.

Starting Our Day with MyPlate

OBJECTIVE: In this lesson, students continue to discover how eating healthy foods helps them to learn, play and grow. They will reflect on how internal hunger and fullness cues are the body's way of saying when to eat and when to stop eating.

ACTIVITY:

1. Begin the lesson with a discussion of feeling hungry and full. Ask students: How does our body tell us that it is time to eat? How do you feel when you wake up in the morning? Do you feel hungry? What does that feel like? How does your stomach feel? Does it growl? What do you think about when you feel hungry? Explain that when our bellies are ready for food, we feel hungry. Our stomachs may gurgle or make funny noises and we think about wanting to eat. It is our body's way of telling us to start eating.
2. Now, ask students: How do we know when we have had enough to eat? How do you feel after you have eaten? What does it feel like when you are full? How does your stomach feel then? Do you still think of wanting to eat food when you feel full? Explain that when we have eaten enough food, our stomachs feel full. It is our body's way of telling us to stop eating. Sometimes when we keep eating even after our stomachs feel full, it makes us feel stuffed. (Show puffed-out cheeks to underscore the feeling.) Ask whether your students have ever felt this way. If we eat too much, we can get a stomachache and not feel well.
3. To reinforce students' understanding of being hungry and full, draw a visual on the board or chart paper similar to the one at right. You can also use a balloon to represent the stomach at different levels of fullness. The deflated balloon is like an empty stomach. You feel hungry when your stomach is empty. As you blow air into the balloon it becomes more and more full, like your stomach becomes fuller after eating.
4. Next, speak with the class about breakfast. For a fun, active way to discuss types of breakfast foods students like to eat in the morning, have students stand in wide rows or scattered throughout the classroom (with an arm's length of space around them). One at a time, ask a student to say a food he/she ate, or likes to eat, for breakfast. If other students (and you!) also ate or like to eat that food, they take one hop forward; if not, they should take one hop backward. If you have limited room, switch to hopping on one leg versus two or putting arms up versus down.
5. After the game, remind students that breakfast and other foods give us energy, like the batteries in the toy discussed in Lesson 2. Explain that breakfast is especially important because it is the first meal we eat after we have slept for a long time. Sleep helps our bodies rest. When we wake up, we need food to help us "recharge." That food helps us move and be active.
6. Tell students that there are "go" and "whoa" breakfast foods. We need to choose the best fuel for our body. Healthy foods help our body work best. "Go" foods are the healthiest. They are great choices for breakfast, like whole-grain toast, low-fat yogurt, and fruit. "Whoa" foods have lots of added sugars and other things we do not need. These foods are less healthy choices at breakfast. It is okay to eat them on special occasions, but not all the time. "Whoa" foods are foods like donuts, pastries, sugary cereals, and bacon.



Let's Play, Let's Party

OBJECTIVE: Being healthy is not only about eating well. It is also about being physically active. This lesson will promote physical activity through song and dance, story, and role-play.

ACTIVITY:

1. Gather students in a circle on the carpet and review the introductory discussion from Lesson 2 by asking: Do you remember what else we can do to keep our bodies healthy, in addition to making healthy food choices? Invite students to share their responses. Display the MyPlate Nate and Kate Profile Card on the board or a flip chart. Remind students that Nate and Kate like to eat healthy foods from each food group every day. They also like to run and play every day. Eating smart helps them play hard.
2. Explain that our bodies are meant to move. We need to be physically active each day so that our muscles, heart, and bones are strong. Invite volunteers to share how they like to be physically active and move (for example, "I like to play soccer" or "I like to dance"). Continue the exercise until all students have had a chance to name an activity.
3. Explain that, when we are active and move, we use energy. Have students use some energy by standing up, jumping up and down in place, and wiggling their arms. After a few seconds, have them sit back down. Ask them how they feel. Tell them that, when we are physically active, we use our muscles, and our heart beats a little faster. Ask students to put their hands over their hearts and feel it beating.
4. Explain that our heart has a big job to do. It pumps blood to all parts of the body. When we are physically active, our muscles need more blood, so the heart must work harder. It gets a workout. This is good for our bodies and helps make them stronger and healthier.
5. Ask students how the foods they eat can make a difference in how they feel when they are physically active (for instance, when they play soccer or run around at recess). Give the example that, just as a toy needs the right kind of battery to make it work, and a car needs fuel to make it go, our body needs healthy foods from the five food groups to be its best at sports and play.
6. To reinforce this concept, have students fold a piece of paper in half. On the left side, ask them to draw a picture of one of their favorite healthy meals or snacks. On the right, they should draw one of their favorite ways to be active and play. Display these on a "Healthy Foods Give Us a Boost" bulletin board.

Fun with Food Groups

OBJECTIVE: This lesson introduces students to the five food groups.

ACTIVITY:

1. Begin by asking students to think about the Essential Question: What do they think it means to be healthy? What do they think it means to eat healthy? Accept all answers and list them on the board. Explain to students that to be healthy one should eat healthy and be physically active each day.
2. Display the [MyPlate poster](#). Ask students to share what they notice about the MyPlate icon. Explain that MyPlate illustrates the five food groups a person should eat each day, and that the colors red, green, orange, blue, and purple represent the five food groups. Before they eat, people should think about what goes on their plate or in their cup. Foods like vegetables, fruits, whole grains, low-fat dairy products, and lean protein help them eat healthy and be healthy.
3. List the names of all five food groups on the board. Explain that foods are put into groups to help us understand how to create a balanced meal. Ask the class why they think eating foods from each food group is important. Putting food from each food group on our plate helps us eat smart to play hard.
4. Invite students to share a food. Encourage them to think about foods they have eaten at home or in the cafeteria, or seen their parents purchase in the supermarket. Prompt them by asking them to think of foods they've seen that grow in the ground or on trees or plants, are found in the sea, or come from an animal. Write down their answers on the board.
5. Work together as a class to determine what food group each belongs to. If students suggest a combination food or dish (for example: pizza, sandwich, curry, or tacos), help students to break the meal down by asking them to think about its specific main food ingredients. For example: Tacos — tortilla (Grain Group), tomatoes and lettuce (Vegetable Group), cheese (Dairy Group), ground turkey or beef (Protein Foods Group).
6. Next, supply each student with art supplies and three [My Food Card handouts](#) (page 11). Note: If you have more time, ask students to create five Food Cards, one from each group. Give students 15 minutes to complete their Food Cards — each with a drawing or collage of a favorite food from a different food group. Ask students to draw one specific food, such as a fruit or a dairy product, as opposed to combination foods, such as pizza or tacos. Prompt students to think of foods they like to eat by asking what they ate at lunch that day, or dinner the night before. They will also need to complete the sentences on the card according to what food they chose.
7. Invite students to share and read their Food Cards aloud with the class and explain why they like each food item.

Eat Smart to Play Hard

OBJECTIVE: With so many different foods to choose from, it's often hard to know what to put on our plates for a healthy diet. In this lesson, students discover how making healthy food choices and being physically active will help them grow, play, learn, and stay healthy.

ACTIVITY:

1. Engage students by asking them, "What do cars, boats, and rocket ships need to keep going?" (Fuel) Next, ask, "Do people need fuel? Why?" Accept all answers. Ask students if they can remember a time when they were feeling sluggish and they didn't have any energy. What did it feel like? What made them feel better?
2. If students don't mention food, ask them, "Why do we eat?" Explain that food gives us energy, or "fuel," for all sorts of activities — from running, playing ball, thinking, and talking, to something as simple as blinking our eyes.
3. Explain that it is important for all of us to move each day to be healthy. Ask students to think of physical activities they enjoy, like riding bikes or jumping rope. How do students feel after they have been physically active? How is physical activity good for their bodies? Accept all answers and list them on the board.
4. Ask students to think about how they can be more active. How can they inspire each other, friends, and family? As a class, create an Eat Smart To Play Hard tip poster. Choose 10 activities, along with helpful tips, to inspire everyone to move more each week. (For example: jump rope, dance to your favorite song, walk your dog.) Provide students with paper and art materials and ask them to draw healthy foods to illustrate the "eat smart" part of the message. For example, students could show fruits, vegetables, low-fat milk and yogurt, whole grains, and lean proteins. Encourage students to be creative in how they convey their food and activity message, such as showing a kid biking up a rainbow of fruits and vegetables, or tossing a MyPlate frisbee.
5. Write the word nutrient on the board. Ask if anyone knows what a nutrient is. Help students understand that a nutrient is "something found in some foods that is good for you and helps you grow and stay healthy."
6. Now ask students what they think it means to eat a nutritious food or meal. Explain to students that a nutritious food or meal provides many nutrients the body needs.
7. Next, pass out the [Day in the Life of... handout](#) (page 17). Explain to students they will write a short story called A Day in the Life of... about their favorite fruit or vegetable and what that food does to help people. Alternatively, they may also choose to write a rhyming poem or song about their favorite fruit or vegetable.
8. Finally, ask students to write a brief description of what their favorite fruit or vegetable looks like. Let students take turns reading their descriptions out loud and see if other students can guess what it is. If there is time, allow students to draw a picture of their favorite fruit or vegetable. Display their stories next to their drawings on a bulletin board.

“Sometimes” foods and “Switcheroos”

OBJECTIVE: In this lesson, students explore the concept of “sometimes” foods (foods that are higher in solid fats and added sugars), and learn that it is beneficial to eat less of them.

ACTIVITY:

1. Begin a discussion by asking students to think about what makes them choose the foods they eat. Do they choose foods they like based on taste? Smell? What foods look like? Or do they choose food based on the name of the dish, because someone special prepared the food, or because it’s served on a special occasion?
2. Give students 5 minutes to work in pairs to share and talk about their favorite snacks and desserts. Encourage them to be descriptive with their words, and to explain why they like the snacks and desserts that they do. When they are done, ask each student to describe his or her partner’s favorite snack or dessert. Students should describe and explain the food in as much detail as they can for the class. What is the food? Why did their partner like it?
3. Next, ask them if there is any food they think they shouldn’t eat a lot of. Accept all answers. Can they think of any reasons?

Part A: Added Sugars

4. Ask kids to think about foods that have sugar that is added to them when they are prepared, such as frosted cereals, cookies, and lemonade. Ask why sugar might be added to foods. (*For many foods, sugar is added to make the foods taste sweet.*) What are some other examples of foods that have sugars added to them when they are made? (*Candy, muffins, cake, ice cream, regular sodas, fruit punch, sweet tea, sports drinks, pudding, some yogurts, and some applesauce*) What are some examples of foods that taste sweet but do not have added sugars? (*Fruits!*)
5. Ask students to share what they think can happen if they eat too much sugar. What are some other reasons that drinking or eating foods with lots of added sugars might not be healthy? Let students offer their answers. Explain that too much sugar can lead to tooth decay or weight gain. Foods with added sugars can also fill us up and not leave room for healthier foods that give our bodies the good stuff we need to look and feel our best. This is why foods that are high in added sugars are “sometimes” foods, foods we eat only some of the time and in smaller amounts.
6. As a class, brainstorm ideas and recipes of healthy snacks, or “Switcheroos,” that taste good without the added sugars. Remind them to look at **MyPlate** for ideas from each food group. List your ideas on the board or on a poster to display in your classroom.

Part B: Solid Fats

7. Show the class a sample of butter and a sample of vegetable oil. Ask if anyone knows what types of foods butter and vegetable oil are. (*They are fats.*) Ask for volunteers to describe the difference between the butter and the oil. (*The important difference is that the butter is a solid and the oil is a liquid.*) Can any students describe the characteristics of a solid and characteristics of a liquid? We call butter a solid fat and vegetable oil a liquid fat. Solid fats, like butter and stick margarine, are solid at room temperature. Liquid fats, like olive oil or canola oil, are liquid at room temperature.
8. Explain that liquid fats are healthier for our hearts than solid fats. Explain that our hearts pump blood through our bodies using little tubes (like straws) called arteries and veins that carry blood to the rest of our body parts. We need our heart and these tubes to be healthy so that our body functions well.
9. Ask students if they can think of any foods that have solid fats in them, and are therefore “sometimes” foods. Possible examples include: hotdogs, sausage, bacon, fried chicken, doughnuts, French fries
10. Ask volunteers to explain why it would be smart for people to not eat too many foods with solid fats in them. (*These foods make it harder on our hearts. And they can fill us up before we get what we need from other healthy foods.*)
11. Summarize and reflect on the lesson by asking the class the **Essential Question:** “What foods should I eat less of and why?” Invite students to share what they have learned. Remind students that foods and beverages with added sugars and solid fats can fill us up and not leave room for foods we need to eat to get nutrients.

12. Divide the class into pairs and pass out the [handout "Sometimes" Foods and "Switcheroos"](#) (page 23) to each pair. Explain to students that in this activity they will look at five food examples that are high in added sugars or solid fats, known as "sometimes" foods and work together to come up with healthier alternatives, or "Switcheroos."
13. After the students have had 10 – 15 minutes to discuss and complete the handout, regroup to allow them to share their answers with the class. Write the names of each food group as headings on the board. (There should be a "Fruits" heading, a "Vegetables" heading, etc.)
14. Invite each pair to read the healthier food alternatives it came up with while you list them under the appropriate food group heading on the board. When each pair has finished reading off its "Switcheroo" foods, ask the students what they notice about the healthy alternatives. (If it doesn't come up, point out that there are a wide variety of healthy alternatives in each food group.) As a class, vote for your favorite "Switcheroos." Write these on the board or on a poster and display where students eat their snacks and lunch.

We Are What We Eat

OBJECTIVE: Students are introduced to MyPlate and the importance of eating foods from the five food groups.

ACTIVITY:

1. Begin by asking students to think about the **Essential Question**. First ask them to think about the word “health” and what it means to them, then about the word “choice.” What do they think it means to make a healthy choice? What do they think a healthy food choice would be? Accept all answers and take notes of student responses.
2. Ask students if they have heard of, can explain, or can identify any of the **food groups**. Introduce students to **MyPlate** and the five food groups (**Fruit, Vegetable, Grain, Protein Foods, Dairy**) by displaying the [MyPlate poster](#) (page 2). Invite students to share what they observe about the **MyPlate** icon. Can they identify and give examples of foods they think belong in each of the five food groups? Do they notice any differences in the food groups shown on the **MyPlate** icon? The portion sizes of each are slightly different because we need different amounts from each food group. For example, we need more vegetables than fruit. Students should also notice that our plates should be half fruits and vegetables.
3. Explain that the **MyPlate** icon serves as a reminder that a person should eat foods from the five food groups each day. By eating a variety of foods from each food group, we give our bodies what they need to be and stay healthy. Ask what other behavior can help us stay healthy? (*Being physically active at least 60 minutes a day*).
4. Ask students to think about and answer the **Essential Question** again: What choices can you make that help you stay healthy? Allow students time to answer.
5. As a final reflection, have students do a *Think-Pair-Share* to come up with tips to eat smart and play hard (answering the **Essential Question**). First, ask each student to think about a healthy food selection from each food group and fun ways to be more physically active. Then, working in pairs, have students work together to create a list of ways they can “eat smart” and “play hard,” incorporating their food group choices and fun physical activity ideas. For example, “Snack like a soccer star. Eat an orange after practice.”
6. Ask each pair to share its tips with the rest of the class. List student ideas on the board or have students create mini-posters to display on a bulletin board.

You Be the Chef

OBJECTIVE: In this lesson, students will build upon their understanding of healthy eating as they learn how eating a variety of foods from all five food groups will give them the nutrients they need to grow, stay healthy, and be their best.

ACTIVITY:

1. Begin by playing the song [Do/Be](#), and ask students to listen to it carefully. Ask them to share what they learned from the song. Accept all answers and list them on the board in two columns under “Do” and “Be.”
2. Add the word “nutrient” on the board and ask students to explain what they think it means. Explain that a nutrient is something found in food that your body uses to grow and stay healthy. Different nutrients do different things for our bodies and help us be healthy. Play the song again, this time displaying the lyric sheets so students can sing along. The song lyrics give us examples of benefits the nutrients in foods can give us. (*Giving us energy to play hard, strengthening our bones and muscles, keeping us healthy, keeping our skin glowing*)
3. Ask students to add to the list on the board of what nutrients can help us “Do.” Why do we need and want energy? For example, we need energy to blink, breathe, walk, and think. We also need energy to play sports, dance, be creative, do our homework well, and hang out with our friends. What can students add to the “Be” column? What are some additional benefits that nutritious foods can give us?
4. How can we get a variety of nutrients? What were some of the tips they came up with to make healthy food choices? How can they make a nutritious meal? (*By making healthy choices from all five food groups, we are more likely to get the nutrients we need to help us do what we want and need to do, better. Mixing things up — meaning eating different types of foods within each food group — is also important. Different foods give us different nutrients. Most people need to eat more dark-green, red, and orange vegetables; beans and peas; whole grains; and low-fat milk and other milk products.*)
5. Explain that today they must imagine they are all professional chefs. Their challenge is to create a fun and healthy Snack of Champions for members of the U.S. Olympic team! They will have to create a recipe for a snack that will not only be healthy and nutritious, but will taste good too.
6. Divide the class into teams of four. Start brainstorming with students by asking them what they should keep in mind when creating a snack for the athletes. Explain that professional athletes need healthy meals with nutrients, just like the students do, so they can have the energy and strength to perform well. What else do students think is important in order to create a healthy snack? (*Creating a snack using foods from different food groups helps makes a snack with lots of different nutrients. It also makes your snack more interesting and fun.*)
7. Pass out the [Snack of Champions handout](#) (page 17) to each team. Ask a volunteer to read the instructions at the top of the page. Explain that each team will use the foods in the chart to create a recipe for its “Snack of Champions.” It also needs to come up with a creative name for its snack. Finally, it must be able to explain why it chose the foods that it did.
8. Before the teams get to work on their snacks, you may want to share the following example of a recipe for a healthy snack called *PB Power Fruit-Wich*. Alternatively, you might want to develop your own creative recipe with the class as an example of the exercise.

PB Power Fruit-Wich

(Makes 1 open-faced sandwich)

1 slice whole-wheat bread

2 tablespoons (Tbsp) peanut butter 1/4 apple or banana, thinly sliced (Optional) 2 Tbsp sliced or grated carrot

1. Spread 2 Tbsp peanut butter on bread

2. Place fruit slices on top

3. (Optional) Top with grated or sliced carrot Chase down this snack with low-fat milk.

9. Give students time to brainstorm different ideas. Teams should decide on a recipe (including the ingredients and steps needed to make the snack), come up with a creative name for their snack, and then create a poster advertising their Snack of Champions. Their poster must include at least three reasons why the Olympic team should choose their snack. Reasons do not have to be health-related, but can also include things like convenience, taste, “cool” factor, texture.
10. Ask each group to present its snack recipe and poster to the class.

The Science of “Sometimes” Foods

OBJECTIVE: In this lesson, students will learn about foods high in solid fats and added sugars and use the scientific method to make hypotheses and draw conclusions about how they affect our bodies.

ACTIVITY:

1. Begin by reminding students that we need foods from all food groups to get the nutrients we need to play hard, grow, and be healthy. Some foods within the food groups are healthier choices that we want to eat more often. These foods contain a lot of nutrients but not a lot of added sugars and solid fats. What are some examples of foods in each of the food groups that are healthier choices? *Vegetables and fruits (when prepared without adding solid fat or sugar), whole grains, fat-free and low-fat milk, yogurt and cheese, seafood, lean meats, chicken and turkey without the skin, eggs, beans and peas, and nuts and seeds.*
2. Ask students the **Essential Questions:** “Sometimes” foods? Why are they called that? Accept all answers. (*Students may offer answers such as cupcakes (Grain Group), ice cream (Dairy Group), lollipops (no food group), fried chicken or fish (Protein Foods Group), French fries (Vegetable Group), chocolate-covered raisins (Fruit Group).*)

Explain that in each food group, there are foods that are higher in solid fats or added sugars or both. For example, fried chicken belongs to the Protein Foods Group but it contains more solid fat (from the frying and the skin) than grilled, skinless chicken. Frosted breakfast cereal belongs to the Grain Group, but contains more added sugars than regular corn flakes. We call these foods “sometimes” foods because we want to eat these foods only **some** of the time and in **smaller** amounts. We want to choose foods lower in solid fats and added sugars **most of the time**. For example, we want to choose fat-free milk every day and have ice cream only sometimes, or as a special treat.

Ask students: In what food group do soda and candy belong? Explain that these foods are made up almost entirely of added sugars and/or solid fats. They do not contain enough of any nutrients to put them into a food group. Since these foods do not give our bodies what we need to play hard, grow, and be healthy, it’s best to eat them only as special “treats” and not every day.

3. Ask students to share ideas of *why* they think these foods should be eaten less. Eating too many solid fats and added sugars makes it harder to eat enough of the other foods we need to play hard, grow, and be healthy. These foods can make it harder to keep a healthy weight and have a healthy heart, and too many added sugars can also lead to more cavities.
4. Now that students have learned more about “sometimes” foods (foods with added sugars and solid fats), tell them that their final task is to communicate tips on healthier options to eat *instead*. Ask students to think about what they love about their favorite snack or treat. Is it the taste? (*For example, the sweetness of a cookie*) Or is it the texture? (*For example, the crunch of a potato chip*) If it’s a food that has a lot of added sugars or solid fat, how can they modify it to be healthier but just as delicious? (*For example, for crunch, choose a sliced apple or whole-grain cracker, and for sweetness, try fruit.*) Working in groups still, allow students to choose from the following options on how they wish to communicate their ideas: a colorful poster or collage, a song or poem, a short play or skit
5. Regardless of what they choose, each group must offer six ideas (three for added sugars, three for solid fats) of healthier food options.
6. Give students time to prepare, and then let them share their projects with the rest of the class and explain their suggestions.

MyPlate, Myself

OBJECTIVE: In this lesson, students learn about making healthy food choices and being physically active.

ACTIVITY:

1. Begin the lesson by asking students to close their eyes and think about their favorite meal or dish. Encourage them to think about the taste, texture, and colors of their favorite meal. Invite students to share and brainstorm descriptive words to use when talking about food. (*For example: Texture — soft, chewy, crunchy; Taste — sweet, sour, spicy; Feeling — comforting, happy, warm*) List these words on the board.
2. Give students 10 – 15 minutes to write about their favorite meal in their notebooks. Ask them to answer the following questions:

What is your favorite meal? Does it have a name?

What specific foods and beverages are part of your favorite meal?

Why is it your favorite meal? (*Prompts: Is there a specific memory around the meal, when it is served, or who prepares it?*)

How would you describe it to someone? (*Prompts: Can you think of 10 or more words that describe your favorite meal? Think about the taste, what it looks like, and the colors it has, the texture, the feeling you get when you eat the meal.*)

3. When students are finished, invite volunteers to share their favorite meals and answer the questions.
4. Next, ask students what they think it means to be healthy. What does one need to eat to be healthy? (*Accept all answers at this stage. Students will likely mention that it is important to eat fruits and vegetables.*) Explain to students that eating fruits and vegetables every day is important for healthy eating. Fruits and vegetables represent **two** important food groups, out of **five**. Do students know what the other food groups are? (*Accept all answers.*)
5. Display the [MyPlate poster](#). Explain that this icon shows the five different food groups: **Fruits, Vegetables, Grains, Protein, and Dairy**, and serves as a visual reminder to eat foods from all five food groups. By eating a variety of foods from each of the food groups, we can make sure we are feeding our bodies what we need to have energy, play hard, learn, grow, and stay healthy
6. Explain that the Vegetable Group has five subgroups: **Dark-Green, Red and Orange, Beans and Peas, Starchy, and Other**. Eating vegetables from all of the subgroups helps us get different kinds of nutrients — and also makes eating more interesting and fun. Most Americans need to eat more dark-green, red, and orange vegetables, and beans and peas. Can they think of some vegetables from these subgroups that they like? Are there any that are served on the school lunch menu?
7. The **Grain** Group is also divided into two subgroups. But first, what is a grain? Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.
8. The two subgroups of the Grain Group are **Whole Grains** and **Refined Grains**. Whole grains contain the entire grain kernel: the bran, germ, and endosperm. (Whole grains include foods such as 100% whole-wheat bread, brown rice, oatmeal, popcorn, whole-wheat tortillas, and whole-grain cereal.) Refined grains have been sent through a mill to remove the bran and germ of the grain. This process also removes some nutrients we need for good health. Examples of refined grain foods are white bread, corn bread, regular pasta, white rice, cornflakes and puffed rice cereal, and most pretzels, crackers, and cookies. **MyPlate** encourages us to replace some of the refined grains we are eating with whole grains, so that at least half of the grains we eat are whole grains. Instead of making a sandwich with white bread, make it with whole-wheat bread. Or have oatmeal for breakfast instead of a bagel made with refined grains.

9. Ask students to think about how their favorite meal fits **MyPlate**. Are all five food groups represented in their meal? If not, can they think of substitutions to make their favorite meal more balanced and in line with **MyPlate**? Have students make these adjustments and substitutions on another page in their notebook. Students may refer back to **MyPlate** if they need ideas. Encourage them to try it with a new vegetable or with a whole-grain food like brown rice or a whole-wheat tortilla. Also, not every meal or snack may have something from every food group. So, if breakfast has no veggie, suggest to students that they can try munching baby carrots for an after-school snack.
10. Invite volunteers to share their favorite meals with the class and explain how they made adjustments, if needed, to fit into **MyPlate**. If there is time, have students create a colorful illustration of their favorite meal.

Know Your Nutrients

OBJECTIVE: In this lesson, students will explore the concept of nutrients in foods.

INTRODUCTION TO KIDS:

1. Begin this lesson by asking students to think about and then write down their definition of a “healthy” food. Ask them how they think “healthy” foods can benefit them. (*List their answers on the board.*) Ask students what it is about these foods they think makes them “healthy.” (*Accept all answers.*)
2. Next, play the song [Do/Be](#) once and ask students to listen to the lyrics carefully. Write the word “nutrient” on the board and ask students to explain what they think it means. Explain that a **nutrient** is something found in foods that helps us grow and stay healthy. Different nutrients **do** different things for our bodies and help us **be** healthy.
3. Foods are categorized into the different food groups based upon the nutrients they contain and also how we normally eat them. Eating different foods from all five food groups helps us get all of the nutrients we need to grow, play hard, and be healthy.
4. Can anyone name a nutrient? Explain to students that there are six main categories of nutrients. Write the names of the following six main nutrients on the board: **carbohydrates, proteins, fats, vitamins, minerals, water.**
5. Have students create a **KWL** chart in their notebooks. (What do I **Know**? What do I **Want** to know? What have I **Learned**?) Allow time for students to write down what they **Know** about these nutrients, and what they **Want** to know. Then invite volunteers to share with the class.
6. Next, hand out the [Nutrient Knowledge](#)(page 17) reproducible to all students. Explain that this chart is a good way to help students remember the six main nutrients, along with important vitamins and minerals, and understand what they can do to help students look and feel their best, and in what food groups these nutrients can be found. Students will use this chart as a reference throughout the lesson.

Decisions, Decisions

OBJECTIVE: In this lesson, students develop the skills needed to compare and evaluate foods and beverages in order to make healthful choices.

INTRODUCTION TO KIDS:

Food Assumptions:

1. **Preparation:** Set up six packages of food on a table or against a wall. Number each package 1 – 6. Five out of the six should contain something other than what they advertise. *(For example: Macaroni shells in a cereal box, beans in an empty milk carton, sugar in a pasta box, water in a soda bottle. Something that could remain the same would be a canned food like tuna or corn. You don't need to use food items or packaging to make this assumption activity work. You can use beads, tissues, pencils, and other objects in empty containers. Use packaging that you have, as long as it is labeled and you can't see the contents from the outside.)*
2. Begin by telling students that their first activity will be an easy test. Give them the following directions, and repeat them if anyone questions the purpose of the test:
 - Please write down, in order, the content of each container.
 - There will be no talking until everyone is done with this test.
3. After students have finished, check his or her answers by opening up each container one at a time and showing what is actually inside. Ask students why they answered the way they did. Explain that we all make assumptions, or quick guesses, based on information that we receive right away. Our assumptions, however, are not always correct. *(One container should have the correct contents inside to show that sometimes we make the right assumption.)*
4. Start a discussion with students on how they make decisions about what to eat. What factors do they consider? Do they decide by taste? How food looks? How it smells? What makes them willing to try something new? *(Accept all answers.)* Explain that people generally like to eat foods that taste good. But how do we know what is in the foods we eat? How do we know that a muffin has carrots in it, or soup has vegetable broth? Is there a way to figure out what is in food, aside from tasting it? And why is it important to know what's inside our food? *(Answers may vary, but we need to know a food's ingredients so that we can make healthier decisions. The Nutrition Facts label and ingredients list on packaged food items provide information about the food's contents and nutrients.)*
5. Explain that there are some foods that have “hidden” ingredients which we should eat less often, or in smaller amounts. Ask students whether they can think of any foods that we should eat only sometimes, and why? *(Accept all answers.)* Health experts recommend we eat foods that are lower in solid fats, sodium (salt), and added sugars. Ask students why eating too many foods high in solid fats, added sugars, and sodium (salt) is not good for the body. Filling up on these foods means they probably are not getting enough of the other healthier food choices in the five food groups — and all of the nutrients they need to grow, learn, play, and be healthy. Eating too many foods that are high in solid fats and added sugars also makes it harder to stay at a healthy weight. Too much sodium (salt) or solid fats is not good for our hearts, and foods that are high in added sugars can cause tooth decay, which can lead to cavities.
6. Now that they know why it's important to eat healthy foods from each food group and limit foods that are high in solid fats, sodium, and added sugars, ask students if they have any ideas on how they can make better choices. Accept all answers. If no one suggests reading the food packaging ingredients list or Nutrition Facts label, ask students if anyone has ever noticed and looked at one before. Hold up a container of packaged food (for example, a box of cereal), and point to the Nutrition Facts label and ingredients list.
7. Next, distribute the [Nutrition Facts Label Comparison handout](#) (page 23) and divide the class into pairs. Direct the class to look at the far-left label (Plain Fat-Free Yogurt). Invite students to share what information they notice and explain what they think it means. Can students identify any of the following from the label?
 - **Serving Size:** Ask students to look for the words “Serving Size” on the label. In this example, the serving size is 1 cup. What if they ate everything in the package? How many servings would that be? *(4)* The information on the label is based on one serving. When they eat more, they need to multiply the nutrient information by the number of servings they ate.
 - **Calories:** Next, have students find the number of calories in a single serving of the plain fat-free yogurt and the vanilla-flavored yogurt. Calories are a measure of the amount of energy the food provides (see page 22). The

vanilla-flavored yogurt has more calories than the plain fat-free yogurt, because it contains more solid fats and added sugars. Solid fats and added sugars add calories to a food.

- **Solid Fats:** Students can tell the amount of solid fats in the food by looking at the grams of saturated fat and *trans* fat on the label. These are two types of solid fats. For *trans* fat, look for foods that have 0g of *trans* fat. For saturated fat, the label also provides the percent daily value (% DV). The % DV is a number that tells you if there is a lot or a little of something in a serving of the food. A % DV of 5 or less is low; 20% or more is high. Choose foods that are low in saturated fat.

- **Vitamins and Minerals:** At the bottom of the label, students will find numbers followed by percent signs. This is where they find the amounts (% DV) of nutrients that the product contains, such as calcium, iron, and vitamins A and C. 5% Daily Value or less of a nutrient is low; 20% Daily Value or more is high, and therefore a better choice.

- **Sodium:** Have students find the % DV for sodium. Which snacks are lowest in sodium?

The **Nutrition Facts label** does not identify the amount of added sugars in a product. You can find added sugars by looking at the ingredient list. Some other names for added sugars are: high-fructose corn syrup, sugar, sucrose, dextrose, fructose, lactose, maltose, honey, anhydrous dextrose, brown sugar, confectioner's powdered sugar, and corn syrup. *Tip! If one of those is in the first three ingredients, you can be sure that added sugar is a major ingredient.*

8. Next, give students 15 minutes to work with their partners to compare and analyze the nutrition labels. They should study and compare the four snack foods. After evaluating the data, they will conclude which are the healthier options and explain their reasoning.

Start Your Day With a GO Breakfast!

OBJECTIVE: This exercise teaches children about the importance of eating breakfast, and also how to read a nutrition label for sugar and fiber content.

INTRODUCTION TO KIDS:

“Does anyone know what the most important meal of the day is?” (*Breakfast*). “Raise your hand if you sometimes eat cereal for breakfast. What is your favorite cereal? Cereal can be a GO breakfast food, but there are a lot of WHOA cereals out there, and even though they taste really good, it’s important to only have them once in a while. GO cereals are cereals that have lots of fiber and not a lot of added sugar, and WHOA cereals have too much added sugar.”

“The parts of your body where your food passes through are called your digestive tract. Fiber cleans your digestive tract, kind of like a scouring pad cleans pots and pans. Fiber is found ONLY in plant food, NEVER in foods that come from animals. So, does whole-wheat toast contain fiber?” (Yes) “Bacon?” (No) “Milk?” (No) “Beans?” (Yes) “Apples?” (Yes)

“GO cereals have at least 3 grams of fiber in a serving. You can find out how many grams of fiber a cereal has by looking at the nutrition label.” (*If you have a nutrition label, demonstrate how to read fiber and sugar on the label.*) “Another way to tell if a cereal is high in fiber is to look for the words *whole-grain* or *whole-wheat* on the box or listed in the ingredients.”

“So, next time you go to the grocery with your parents, how many of you will know how to pick out a GO cereal? And what does a GO cereal have?” (*High fiber, low sugar.*) “And how many grams of fiber does a GO cereal have?” (*3 grams.*)

BASIC ACTIVITY:

1. A few days prior, ask children to bring empty cereal boxes from home. Encourage this by providing a reward or incentive. If you have any, bring them as well so there are more choices.
2. Once collected, separate children into groups and give them several different cereal choices of different range. Instruct them to look at the nutrition labels and put the cereals in order from the healthiest to the least healthy, based on the amount of fiber and sugar on the nutrition label. Remind them that the healthiest cereals have more fiber and less sugar.
3. Give each group a chance to explain why they made their choices. If they are out of order, put them in correct order and explain why.
4. If possible, flatten and save cereal boxes for future lessons or to share with other instructors.

ADDITIONAL ACTIVITIES:

1. Play the GO, SLOW, WHOA game with breakfast foods:

GO Breakfast Foods: fresh fruit, fresh vegetables, high fiber/low sugar cereals, bread and bagels made with whole grain, scrambled eggs whites, turkey bacon, oatmeal, omelets with vegetables, fruit smoothies, low-fat milk, corn or whole-wheat tortilla with beans, turkey or chicken sausage, low-fat yogurt, shredded wheat cereal

SLOW Breakfast Foods: juice, scrambled eggs, jelly, jam, bagel with cream cheese

WHOA Breakfast Foods: low fiber/high sugar cereals, fried eggs, muffins, pancakes, doughnuts, regular bacon and sausage, biscuits, cinnamon rolls, French toast, hash browns, canned fruits

ADDITIONAL INFORMATION:

Fiber rich foods will tend to look more like they originally did when they were growing in the ground or on a tree or plant. Generally, the more processed a food becomes, the less fiber it contains. A whole apple contains more fiber than applesauce, and applesauce contains more fiber than apple juice. For this same reason, cereals made with whole-grains will be higher in fiber than cereal made with refined grains.

Keeping Your Body in Energy Balance!

OBJECTIVE: This exercise teaches children how to relate the concept of energy balance to their food consumption and physical activity levels.

INTRODUCTION TO KIDS:

“What does your body need so it can grow, move, and do all the other things it does? It needs food! Raise your hand if you’ve heard the word ‘calories’ before. Food contains energy, or *calories*, and your body uses those calories to grow, move and do everything else you do!”

“Different foods have different amounts of calories. For instance, an apple has about 60 calories. An apple is a GO food. Most GO foods have fewer calories than SLOW foods and WHOA foods. That’s because GO foods have less sugar and fat in them than SLOW foods and WHOA foods, and sugar and fat have lots of calories.”

“When you exercise, your body uses the calories from the food you ate for energy. So every day, you want to exercise enough to use up the food energy that you ate. When you do, then your body is in energy balance!”

“Now, what do you think happens when you eat fewer calories than your body uses? Your body gets out of energy balance and you might lose too much weight. And what do you think happens when you eat more calories than your body uses? Your body gets out of energy balance and you might gain too much weight.”

BASIC ACTIVITY:

1. Tell the kids that they’re going to play a game about energy balance. Demonstrate the exercises they’ll do during the game: knee lifts, arm circles, toe touches, jumping jacks, and invisible jump-rope.
2. For each GO food, they’ll do 5 of one of the exercises; for each SLOW food, they’ll do 10 of one of the exercises; and for each WHOA food, they’ll do 15 of one of the exercises.
3. Name a GO food—the kids will do 5 knee lifts. Name a SLOW food—the kids will do 10 arm circles. Name a WHOA food—the kids will do 15 toe touches.
4. Discuss the pattern with the kids: when you eat a lot of WHOA foods, you have to do more exercise for your body to use up the calories in them and stay in energy balance. But if you eat GO foods more than SLOW foods, and SLOW foods more than WHOA foods, and if you do GO activities every day, then your body will stay in energy balance and you’ll have lots of energy to do all the things you want to do!

ADDITIONAL INFORMATION:

Energy balance means taking in the same number of calories as your body uses. If you take in fewer calories than your body uses, you may lose weight. But if you take in more calories than your body uses, those leftover calories get stored as fat on your body, and over time you may gain too much weight.

Grade school-aged kids need about 1,500-2,000 calories per day. To help them stay in energy balance, kids should be physically active every day and eat more GO foods than SLOW foods, and more SLOW foods than WHOA foods. Smart Snack standards provide guidelines for the amount of calories that can be contained in both snack items (less than 200 calories) and entrée items (less than 350 calories) provided by schools.

Combination foods such as sandwiches or pizza may be difficult to classify as GO, SLOW or WHOA, since each ingredient may be either GO, SLOW or WHOA depending on its nutrient content. When determining whether a combination food is GO, SLOW, or WHOA, try looking at the individual ingredients and decide whether the majority of the ingredients fall into the GO, SLOW, or WHOA categories. Smart Snack standards require that combination foods sold in schools must contain at least $\frac{1}{4}$ cup of fruit and/or vegetable, or have as the first ingredient a fruit, vegetable, dairy product, or a protein food.

Choosing GO Beverages & Snacks!

OBJECTIVE: This exercise will encourage children to make healthy beverage choices and teaches children the health benefits of fresh, whole fruits and encourages them to consume them as healthy snacks throughout the day.

PART A: BEVERAGES

“Just like foods, drinks can put your body in or out of energy balance. They can also provide your body with nutrients to help it work at 100%! There is one drink in particular that helps your body function better than any other. Does anyone know what that is?” (*Water!*) “Your body contains 80% water so it is very important that you drink plenty of water throughout the day. Do you think water is a GO, SLOW or WHOA beverage? Water is always a GO beverage.”

“Juice can be a delicious healthy drink and contain important nutrients, but it is considered a SLOW beverage because it can contain a lot of sugar. It is very important to only drink juices that are made from 100% fruit juice with no added sugar. Some fruit drinks are WHOA drinks because they have only a little fruit juice or none at all and lots of added sugar.” (*Have the children name some WHOA drinks: Kool Aid, Capri Sun, Gatorade, etc.*)

“Another very important WHOA beverage is soda. What are some examples of soda drinks? These WHOA drinks have a lot of sugar but no nutrients to help your body grow. Having too much soda can quickly take your body out of energy balance, so it is very important to only have soda drinks once in a while.”

“And does anyone know what drinks high in sugar can do to your teeth?” (*Cavities*) “That’s right! They can cause little holes in your teeth called cavities.”

PART B: HEALTHY SNACKS

“Snacks are a great way to keep up our energy when we get hungry in-between meals. I know of one type of food that is great as a snack, because not only is it delicious, but it also very good for you. Do you know what I am thinking of?” (*Fruit*) “Yes, fruit!”

“Listen to all the good things fruit does for you. Fruits help your body grow and help keep you from getting sick. When you cut yourself, they help you heal faster. They keep your eyes, skin, bones, teeth and hair healthy. This is because fruits have many different vitamins and minerals that help our bodies work. Also, since they don’t contain unhealthy kinds of fat or sugar, they help your body stay in energy balance.”

“So, do you think that fruits are GO, SLOW or WHOA foods?” (*GO!*) “Fresh, whole fruits are always GO foods. Fresh orange slices, a banana, an apple or grapes are some examples of healthy fruit snacks. Frozen fruit and dried fruit are also GO foods if they don’t have added sugar. So, what do I mean by fresh, whole fruit?” (*Have the children name some fresh, whole fruits.*) “Do any of you eat fresh fruit for a snack? What is your favorite fruit snack?”

“Although fruits are great GO foods they can also be WHOA foods. Sometimes fruits are canned with very sweet syrup that has lots of sugar and these are the kinds of fruits you should mostly avoid.”

“All fruits are healthy in their own way. But it’s best to eat different kinds of fruit each day—and of different colors—whenever you can. That’s because fruits of different colors help your body in different ways.”

ACTIVITY:

1. A few days prior to the exercise, ask the children to bring in any empty, clean beverage containers from home. If you can, bring some in as well so that there are more choices. If possible, provide each group with water as an option.
2. Once collected, separate the children into groups and assign them 4 or 5 beverage choices of different range. Instruct them to look at the nutrition labels and put the beverages in order from the most healthy to the least healthy, based on the number of calories, amount of sugars and whether the beverage provides vitamins and minerals. Show them where sugar, calories and vitamins and minerals are located on the nutrition label.

3. Give each group a chance to explain why they made their choices. If they are out of order, put them in correct order and explain why. Emphasize that water is the best beverage choice.
4. Each child gets a turn to think of a fruit and describe it to the class. The other kids will attempt to guess the mystery fruit.
5. After each child has a turn, discuss other fruits that were not mentioned.

ADDITIONAL ACTIVITIES:

1. Have the children stand in a circle and toss a beanbag to each other. Whenever someone catches the bean bag, they must name a fruit. The same fruit may not be mentioned twice. Before each round, announce which color the fruits must be.
2. Play the GO, SLOW, WHOA game with beverages. Be sure to mention name brands that are popular with your children. Challenge the children over the next week to swap out a WHOA beverage with a GO beverage, and especially promote water as a GO beverage. Each day ask the students if they were successful in swapping out their WHOA beverages and let them discuss their thoughts.

ADDITIONAL INFORMATION

BEVERAGES

Children may argue that diet soft drinks are acceptable since they contain no calories. While it is true that diet soft drinks don't contain calories, it's also true that they don't provide ANY nutrients. Also, they contain artificial sweeteners, which nutrition and health experts recommend being consumed in limited amounts by children and adolescents. Some diet soft drinks contain caffeine, which nutrition and health experts say shouldn't be consumed by children and adolescents. And some studies have shown that the artificial sweeteners found in diet drinks are associated with an increased risk of diabetes.

Children may also argue that sports drinks are a healthy choice. Sports drinks can indeed be beneficial, but only in certain situations, such as after heavy exercise for more than an hour, or running a marathon. If you consume a sports drink after a short or less intense period of physical activity, the high levels of sugar, salt and potassium it contains do more harm than good.

Smart Snack standards require that schools can only provide plain water (with or without carbonation), unflavored low fat milk, unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP, 100% fruit or vegetable juice, and 100% fruit or vegetable juice diluted with water (with or without carbonation, and no added sweeteners).

Elementary schools may sell up to 8-ounce portions, while middle schools and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.

Beyond this, the standards allow additional "no calorie" and "lower calorie" beverage options for high school students. No more than 20-ounce portions of calorie-free, flavored water (with or without carbonation); and other flavored and/or carbonated beverages that are labeled to contain less than 5 calories per 8 fluid ounces or up to 10 calories per 20 fluid ounces. No more than 12-ounce portions of beverages with up to 40 calories per 8 fluid ounces, or up to 60 calories per 12 fluid ounces.

SNACKS

Smart Snack standards require that all snack foods provided by schools contain less than 200 calories, 230 mg of sodium, less than 35% of calories from total fat, less than 10% of calories from saturated fat, and less than 35% of weight from total sugar. If the children ask about fruit juice, you can explain that although 100% fruit juice is one way to eat fruit, eating whole fruits is more nutritious than drinking fruit juice. Edible skins and pulp in whole fruits provide fiber and important nutrients that are lost when fruits are made into fruit juice. For this reason, and the fact that fruit juice contains a lot of sugar (even though the sugar is natural and not added), you should limit it to 1 or 1 ½ cups a day.

What is Physical Activity?

DESCRIPTION:

Lead the class in a discussion on the topic of what physical activity is, and how intensity levels change depending on the activity they're engaged in. Students will be able to describe how intensity levels change with activity.

INTRODUCTION:

Physical activity simply means movement of the body that uses energy. Walking, gardening, briskly pushing a baby stroller, climbing the stairs, playing soccer, or dancing the night away are all good examples of being active. For health benefits, physical activity should be **moderate** or **vigorous** and add up to at least 60 minutes a day.

Moderate physical activities include:

- Walking briskly (about 3.5 miles per hour)
- Hiking
- Gardening/yard work
- Dancing
- Golf (walking and carrying clubs)
- Weight training (light workout)

Vigorous physical activities include:

- Running/jogging (5 miles per hour)
- Bicycling (more than 10 miles per hour)
- Swimming (freestyle laps)
- Aerobics
- Walking very fast (4.5 miles per hour)
- Heavy yard work, such as chopping wood
- Weight lifting (vigorous effort)
- Basketball (competitive)

BASIC ACTIVITY:

1. Students will play a version of charades to help students get up and moving while putting a fun twist on the classic game. The teacher calls out various acts in different sports or movements such as swinging a golf club, batting a baseball and serving a tennis ball. As each is called out, the students act them as if they were in that sport.
2. Before the lesson, briefly review the movements that will be done in the activity. You can also create a pre-made list of movements to call out (if wanted). An example of activities include the following:

<ul style="list-style-type: none"> • Shooting a jump shot • Running through tires (high knees) • Downhill skiing • Throwing a football • Shooting an arrow • Swimming underwater • Pitching a baseball 	<ul style="list-style-type: none"> • Batting a baseball • Serving a tennis ball • Kicking soccer ball • Juggling a soccer ball • Shooting a hockey puck • Dunking a basketball • Running to the finish line
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
3. Describe the instructions
 - a. *Part 1: "I do"* - As an example choose a movement that will not be done in the activity and briefly demonstrate how to do it correctly
 - b. *Part 2: "We do"* - Instruct students to stand up and create room between themselves and their peers. Say a sports action out loud. Together with the class, act out that movement
 - c. *Part 3: "You do"* - Students will repeat the previous steps without teacher assistance
4. Have students think of different actions they could do for sports that were not mentioned

Lesson Closure:

Some physical activities are not intense enough to help you meet the recommendations. Although you are moving, these activities do not increase your heart rate, so you should not count these towards the 60 or more minutes a day that you should strive for. These include walking at a casual pace, such as while grocery shopping, and doing light household chores.

Is it a Fruit?

DESCRIPTION:

This lesson is best used as part of a nutrition unit, specifically for a discussion related to the fruit group. In this activity, students learn that 100% means the “whole thing.” If a fruit juice is not 100% juice, then it is not a fruit- it is an “extra” food. Smart Snack Standards require that schools provide only 100% juice, in order to obtain a full serving of fruit. It is helpful if students have had prior experience with nutrition labels. Prior knowledge about the “extras” group would also be helpful for this lesson.

OBJECTIVES:

1. Students will be able to read a nutrition label to determine the percent juice contained in a fruit juice.
2. Students will recognize that 100% is the whole thing and that if something is not 100%, it is not the whole thing.
3. Students will be able to graph the % juice contained in 3 or more types of fruit juice.

MATERIALS NEEDED:

- Collection of empty frozen and bottled drink containers that claim to contain some fruit juice, varied so that some do not contain 100% juice
- Overheads of 2 nutrition labels, one from a 100% juice item and one that is not (overheads need to be teacher-provided)
- Pencils or crayons
- Student journals
- Juice jug worksheet (see attached)

PROCEDURE:

(As part of a nutrition unit, have students collect juice containers to use for this activity.)

Lesson Introduction:

Share an overhead of a nutrition label from a juice that is 100% fruit or juice. Explain that 100% means the whole thing- 100% means it is the same as eating the fruit.

Also point out the ingredient section and how the first ingredient is the thing there is most of in a food. Talk about other percentages listed such as vitamin C and how some ingredients are added to make foods appear healthier. Share a second overhead from a juice that is not 100%. Explain that if it is not 100% juice, it is not fruit- it is an “extra.”

Lesson Focus:

Pass out the juice jug graph worksheet to each student. Use another overhead to show how to write in the label for the name of the juice, graph the % juice, and indicate whether it is fruit or not. Pass out juice containers- students may work in pairs or in small groups to locate the information on the containers to complete the jug graphs.

Lesson Closure:

Afterwards, lead a discussion about what was discovered and how to make better choices for choosing drinks that contain fruit juice.

Name: _____

Is It Fruit?



Juice Name

_____ % fruit

Is it fruit? _____ yes _____ no



Juice Name

_____ % fruit

Is it fruit? _____ yes _____ no



Juice Name

_____ % fruit

Is it fruit? _____ yes _____ no

Less Screen-Time, More Move-Time!

OBJECTIVE: This exercise introduces children to the concept of screen-time and identifies alternatives to screen-time activities.

INTRODUCTION TO KIDS:

“What is screen-time? Screen-time is the total amount of time someone spends in front of any kind of screen doing things. Can anyone give an example of this?” (*television, computer, iPad, video games, etc.*) “It is okay to have some screen-time. It can help us learn, let us communicate with people, or just be entertained. But doctors and scientists say that kids should have no more than two hours total of screen-time each day. Why do you think this is? How much time do you think you spend in front of a screen each day?” (*Encourage discussion—how do they physically feel after too much screen-time? What other activities does screen-time keep them from doing?*)

“The more screen-time you have each day, the less physically active you are. When you are not active, it can disrupt your energy balance.” (*Review the concept of energy balance with the children.*) “Doing lots of GO activities and eating mostly GO foods help your body stay in energy balance. Think about kids who have a lot more than two hours of screen-time a day. Do you think their body is more or less likely to be out of energy balance?” (*More*) “Why?” (*Discuss the relationship between screen-time and energy balance.*)

“One way to keep your body in energy balance is to replace some of your screen-time with move-time. Move-time can be as simple as walking to school, helping your parents cook dinner, or performing a GO activity. GO activities are a great way to stay in energy balance. How many minutes do you think you should spend on them each day?” (*At least 60 minutes.*) “Do you have to do the 60 minutes all at one time?” (*No*) “Do any of you already do GO activities for at least 60 minutes a day?”

ACTIVITY:

1. Put up a large piece of butcher paper on the wall and divide it into two sections labeled “WITH OTHERS” and “ALONE”. Tell the children that their job is to think of move-time activities (including any GO activities) that they can do with others and some they can do alone.
2. Give children an opportunity to share their ideas and then write them on the butcher paper in the group and alone categories.
3. Challenge children to cut out a half-hour of their normal screen time over the next day and replace it with one of the activities listed on the board. Let each child voice which activity they are going to choose.
4. The next few days check back to see how they did. Give the children an opportunity to share what they did with move-time and how they felt about it. If they were able to cut down on their screen-time, continue to challenge them to decrease their screen-time even further. For a real challenge, see who can totally eliminate screen-time for one day and then discuss how they felt about it.

ADDITIONAL ACTIVITIES:

1. Stand in a circle and start with one student picking and performing a short action (4 knee lifts, 3 jumping jacks, etc.). Each student must try to remember and perform the actions done before them and then add their own. This continues until someone can't remember all the actions. Then let that student start the game over to keep it positive and inclusive.
2. Ask children to make a list of the TV shows they watch every day and then let them select which ones are their favorites and least favorites. Then, ask them to not watch one of their least favorite shows and instead perform a move-time activity.

ADDITIONAL INFORMATION:

Exercise is essential for children to stay fit, healthy, and feeling great. Increasingly, children are not getting the exercise they need. Television, video games, computers, the Internet, and other sedentary activities have caused children to sit more and move less. In fact, it is estimated that many children will watch 5,000 hours of TV before entering first grade! This is a serious problem since inactivity is a major predictor of obesity and other chronic diseases such as heart disease and diabetes. Children should be physically active for at least 60 minutes on most days of the week. Screen-time should be limited to no more than two hours per day.

Planning a Healthy Menu using MyPlate

DESCRIPTION:

This lesson requires students to use their knowledge of the food groups to plan 5 days of healthy dinner meals. The menus that the students design can be bound together into a book. This would be great to set out at conference time. If using this activity with older students, you may want to have the students analyze the nutritional value of the meal in relation to the daily guidelines for vitamins, minerals, etc.

MATERIALS NEEDED:

- Visual of MyPlate symbol
- Printout of [MyPlate, Myself](#) (page 11 and 12)

ACTIVITY

1. Review MyPlate with your students and discuss the five food groups. Tell the students that they are going to design a 5-Day dinner menu planner incorporating food from each food group.
2. Review a [sample menu](#) with the class. Encourage the students to get creative with the assignment. Provide time for the students to work. Help as little as possible if this is an end of the unit assessment. As students finish, look over the assignment with them. Have the students identify which of the food groups each of the ingredients belong to.
3. Discuss the menus as a class. Have students share their meal ideas. Design an interesting cover and bind the pages together. Keep the cookbook in your classroom for the students to review.

WHOA! Slow Down With Fast Food!

OBJECTIVE: This exercise teaches children about the high fat content of many fast food options and helps them to develop strategies for making healthier fast food choices.

INTRODUCTION TO KIDS:

“Raise your hand if you like to eat at fast food restaurants. Now think about the foods you can order at these restaurants. Cheeseburgers, french fries, milkshakes. Are these foods GO foods or WHOA foods?” (*WHOA foods*) “Fast Food restaurants have a lot of WHOA foods.”

“But what makes them WHOA foods? Remember when we talked about healthy fats versus unhealthy fats? Fats from plants are the healthiest fats, and fats from animals are not as healthy. Fast food usually has a lot of fats from animals. Unhealthy fats are also in foods that are fried, like fried chicken nuggets or tortilla chips. That’s because those foods are fried in oil, which adds a lot of fat to them. Fried foods are WHOA foods. Grilled or baked foods have less fat because they aren’t fried in oil.”

ACTIVITY:

1. Tape two large pieces of butcher paper on the wall. Label one “GO Fast Foods” and the other “WHOA Fast Foods”.
2. Ask the kids to name a food they might get at a fast food restaurant. Then ask them if it is a GO food or a WHOA food. Discuss.
3. Once decided, ask them to draw the food on the appropriate butcher paper. Tell them to draw GO foods as large on the paper, because we want to eat more GO foods. And tell them to draw WHOA foods as small on the paper, because we want to eat fewer WHOA foods.
4. If the food they name is a WHOA food, ask them what might be a GO food they could get instead of that WHOA food, and then have them draw it.
5. Put new pieces of butcher paper on the ground. Create two teams, or more for larger groups. One team will draw all GO fast foods and the other team will draw all WHOA fast foods. Give them ten minutes to draw as many foods as they can think of, and then discuss the results after the race.

GO Fast Foods: Low-fat milk, grilled chicken sandwich, grilled hamburger, veggie pizza, scrambled eggs, fruit and nuts, salad with veggies and olive oil dressing, taco salad with beans, lettuce and guacamole, rice and beans

WHOA Fast Foods: Milkshake, fried chicken nuggets, cheeseburger, pepperoni pizza, egg sandwich with sausage, French fries, salad with bacon and ranch dressing, beef tacos with cheese & sour cream, fried tortilla chips

ADDITIONAL ACTIVITIES:

1. Give the kids two paper plates and have them draw a “WHOA” fast food meal of all WHOA foods, and a “GO” fast food meal of all GO foods.

ADDITIONAL INFORMATION:

Fat is an important macronutrient in our diets. However, fats are calorie-dense, and a high fat intake contributes to excess consumption of calories, leading to overweight and obesity. High consumption of dietary fat is also a major contributor to heart disease by raising total cholesterol and LDL cholesterol (“bad cholesterol”) levels in the blood. Smart Snack standards require that total fat contained in food provided by schools be less than 35% of calories. The types of dietary fat include saturated fat, unsaturated fat and trans fat.

Saturated fats are found primarily in animal products and are concentrated in the fat that surrounds meat, and in the white streaks of fat, known as marbling, in the muscle. Foods that contain the highest amount of saturated fat include beef and pork. Poultry and fish also contain saturated fat, but in lesser amounts. Butter, lard, cheese, whole milk, and ice cream also contain significant amounts of saturated fat. Most sources of saturated fat are solid at room temperature. Smart Snack standards require that total saturated fat contained in food provided by schools be less than 10% of calories.

Unsaturated fats are considered to be healthy fats. They are found in plant-based forms of fat, such as nuts, seeds, avocados, soybeans and olives. Fatty fish such as salmon, mackerel and herring contain omega-3 fatty acids, which is a form of unsaturated fat. Unsaturated fats are usually liquid at room temperature.

Trans fats are fats that have been modified in order to increase their shelf-life. This process of adding hydrogen to vegetable oil to make a more solid fat, such as shortening or margarine, creates a fat called hydrogenated or partially-hydrogenated fat. Trans fat consumption raises LDL cholesterol and at the same time decreases HDL cholesterol (“good cholesterol”), which increases the risk of heart disease. Small amounts of trans fat exist naturally in some meat and dairy products, but the trans fat in processed foods is the most harmful. Foods that contain trans fat include processed foods such as packaged donuts, cakes, cookies, chips and crackers. Smart Snack standards require that food provided by schools contain NO TRANS FAT.

Eating behaviors and patterns tend to be established during childhood. It’s important to teach healthy eating behaviors at a young age. Teaching children to consume diets low in saturated fat and trans fat and replacing them with unsaturated fats may reduce their risk of chronic diseases later in life.

Super Bones!

OBJECTIVE: This exercise demonstrates the importance of dietary calcium and weight-bearing activities for building strong bones, and also teaches children how to identify the healthiest calcium-rich foods.

INTRODUCTION TO KIDS:

“Everybody squeeze your arms. Now squeeze your legs. What’s under your skin?” (*Bones*) “And how do bones feel?” (*Hard*) “You need your bones to be hard and strong in order to move and play and do all the things you want to do!”

“Who has heard about calcium before? In order for your bones to be strong, you need to eat a lot of calcium. But that’s easy to do if you know what kinds of foods have a lot of calcium in them. One food with lots of calcium comes from cows. Can you guess what it is?” (*Milk*) “Milk has lots of calcium.”

“But what if you don’t like milk, or it makes your stomach hurt? Calcium isn’t just in milk. You can get it from other calcium-rich foods, like green leafy vegetables, such as spinach and broccoli. Also, many foods are calcium-*fortified*. Fortified means calcium is added to the food to make it healthier for you. You can eat calcium-fortified orange juice, soymilk or breakfast cereal and get lots of calcium that way, too.”

“Certain calcium-rich foods are GO foods, and others are WHOA foods. Low-fat plain milk is a GO food, but whole chocolate milk is a WHOA food. So to get your calcium, it’s better to drink low-fat plain milk than whole chocolate milk!”

“Also, to have strong bones, you need to do a lot of weight-bearing activities. That means you need to do exercises that put weight on your bones, like jumping, skipping, or running. When you do activities that put weight on your bones, your bones become stronger. So it’s better for your bones to do jumping jacks than to sit on the couch watching TV!”

BASIC ACTIVITY:

1. Line up the kids standing side by side at the back of the room.
2. Say one of the scenarios from the list below, and then have the kids perform the exercise associated with it.
3. After each statement, explain to the kids why they either had to move forward or backward. Forward movements are for healthy calcium-rich food choices and weight-bearing activities, and backward movements are for unhealthy calcium-rich food choices and sedentary activities.

SCENARIOS:

- You drank a big glass of chocolate milk instead of low-fat plain milk. **Hop backward 3 times.**
- Milk doesn’t make your stomach feel good, so you drink calcium-fortified orange juice instead. **Skip forward 4 times.**
- You got home from school and were starving. You ate string-cheese instead of a candy bar. **Jump forward 5 times.**
- You came home from school and your friends wanted to play soccer outside, but you decided to play video games instead. **Jog backward 4 steps.**
- You went out to eat with your parents and ordered a side of broccoli instead of French fries. **Take 6 giant steps forward.**
- For breakfast, you ate a donut instead of calcium-fortified cereal with low-fat milk. **Hop backward 4 times.**
- You ate yogurt for an afternoon snack instead of cookies. **Skip forward 6 times.**
- You did jumping jacks while watching cartoons on Saturday morning. **Lunge forward 3 times.**

ADDITIONAL ACTIVITIES:

1. Create your own scenarios. Include different exercises that your kids like to do.
2. Have one of the kids lead the class in the exercise by naming a healthy calcium-rich food or weight-bearing activity and coming up with a scenario around it.

ADDITIONAL INFORMATION:

To have healthy bones, one needs to both consume calcium-rich foods and to perform weight-bearing activities. Our bones are constantly being broken down and rebuilt, and weight-bearing activities help this remodeling process by building stronger bones. Weight-bearing activities that are high-impact, such as jumping or running, increase bone mass more than low-impact exercises, such as swimming, because they create more stress on the bones, causing them to grow stronger. A sedentary lifestyle is a major risk factor for osteoporosis.

Calcium is a mineral needed by the body for healthy bones and teeth. The body cannot produce calcium; therefore it must be absorbed through food. Good sources of dietary calcium include dairy products, dark green leafy vegetables like spinach, kale, turnips, and collard greens, broccoli, soybeans, calcium-fortified foods such as calcium-fortified breakfast cereal, orange juice, bread and soymilk, and nuts and seeds, specifically almonds and sesame seeds.

Milk is a nutritious beverage that supplies protein, calcium, and vitamin D, all of which are necessary for the growth of strong bones and teeth. But flavored milks, milkshakes, floats, and ice cream drinks should be limited. These drinks have added fat and sugar, leading to the intake of excess calories and weight gain. Fat-free or low-fat milk and milk products should be chosen instead. Young children up to 8 years old should drink two cups of milk per day. Older children and adults should drink three cups per day.

Some people are allergic to casein, which is a protein in milk. This type of allergy is less common than lactose intolerance. For children who are allergic to milk, or who are lactose intolerant, fortified soymilk provides equivalent amounts of protein, calcium, and vitamin D. Other foods such as orange juice and cereal may also be fortified with calcium and vitamin D.

What am I?

DESCRIPTION:

Play an adaptation of “Pictionary” to identify a variety of fruits and vegetables. The objective of this activity is to expand the variety of fruits and vegetables eaten as a wide variety of fruits and vegetables are identified.

MATERIALS NEEDED:

- Board or flip-chart
- Markers
- Cut up samples of fruits and vegetables (optional)

ACTIVITY:

1. Divide the students into pairs or teams and explain the game. “What am I?” is played like the game “Pictionary.”
2. A student from each pair or team draws a fruit or vegetable so that the rest of the group can guess what it is. Let each pair or team take turns at the board or flip-chart. The first team to get a certain number of points wins.
3. After the game, lead the class in a discussion. Ask students:
 - What are some of your favorite fruits and vegetables?
 - Name the part of the plant the food you just named comes from.
 - Where in the U.S. are these foods you just named grown?
 - Why is it important to eat fruits and vegetables?
 - Name some ways to eat a variety of fruits and vegetables every day.
 - What new fruits or vegetables were you introduced to with this activity?
 - Which of these new fruits or vegetables would you like to try?