



EatHealthy
I eat (and drink) the best foods for my body every day.

Get to Know the Food Groups

4 ACTIVITY

Objective
Students will classify foods into food groups and identify the nutrients and health benefits that come from eating foods from the five food groups.

GRADE LEVEL: **Intermediate**

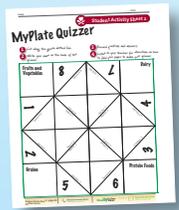
TIME: **60 minutes**

GROUPING STRUCTURE: **Whole and small group/ independent/partner**

SUBJECTS:
Health
Science
Physical Education
English Language Arts – listening, writing, and speaking

Materials/Preparation

- ➔ **Classroom Materials**
 - Crayons, colored pencils, and/or markers
 - Blank paper (one sheet/student)
 - Two small bean bags (the size that fits into the palm of your hand)
 - Chart paper (one piece)
- ➔ **Provided in the Healthy Steps for Healthy Lives Kit**
 - MyPlate poster
 - Food Cards
- ➔ **Before the Activity**
 - Post poster
 - Copy Student Activity Sheet 2 on page 22 (one copy/student)
 - Set up for the Food Group Toss Across (see directions on page 17) - If weather permits, consider playing the game outdoors



Opening the Activity

1. **Call attention to the uncovered side of the MyPlate poster (make sure only the side of the poster with MyPlate is visible).**
2. **Introduce the Healthy Steps for Healthy Lives MyPlate poster.**
 - The poster is a tool to help us learn how to think, eat, and move healthy.
 - There are pictures, symbols, and messages that tell us about nutrition (which means eating healthy) and physical activity (which means moving healthy).

How to make a simple beanbag

- Fill a small plastic sandwich or snack baggie with about one cup of beans (rice also works) and close the baggie.
- Put the baggie inside of a paper lunch bag.
- Fold the lunch bag down until it is close to the baggie of beans and staple shut.

- For now, part of the poster is covered because we are going to play a game to see if you might already know some of the information on the other side of the poster.

3. Call attention to the MyPlate icon.

- One of the important symbols on the poster is the MyPlate icon.
- MyPlate illustrates the five food groups using something we see at mealtimes, a place setting.
- MyPlate tells us, "Before you eat, think about what and how much food goes on your plate or in your cup or bowl."
- MyPlate shows us how to build a healthy plate by choosing foods from the five food groups.
- MyPlate reminds us that we need to eat foods from all food groups every day.



4. Review the five food groups.

- The food groups are represented by different colored portions on the plate and in the cup.
- In the cup: the blue portion is for Dairy.
- On the plate: orange is for Grains; green is for Vegetables, red is for Fruits, and purple is for Protein.

5. Tell students that they're going to play a game called Food Group Toss Across.

It is a game that will help them try to remember which foods belong in each of the food groups.

Food Group Toss Across Directions

1. Form two even teams (in the case of an uneven number of students in the class, one student can take an extra turn).
2. Place two groups of 25 food cards on the floor with the pictures facing up. Arrange the cards into a 5x5 grid. Each team of students should stand around the edge of their grid forming a semi-circle.
3. Give a beanbag to each team.
4. Decide which team will go first.
5. Take turns (one student from one team at a time) tossing the beanbag onto the grid.
6. Correctly name the food group pictured on the card where the beanbag lands.
7. Teacher/judge checks to see if the student is correct.
 - If the student is correct, pick up the beanbag and flip the card over (face down), and proceed with Team B's turn.
 - If the student is incorrect, then student picks up the beanbag and passes it to the next student on the team, and proceed with Team B's turn.
8. The object of the game is to get five cards flipped over (face down) in a row (either diagonally, horizontally, or vertically). Once a team connects a row of food cards, they get a point. Flip those cards back over and start trying to get another row.
9. Teacher/judge will keep a tally chart with points on the board.
10. Continue to take turns between the teams, with students rotating turns in order through their own teams until every team member has gone twice.
11. After every student has had two turns, the team with the most points wins.
12. Team Help — each team has two Team Helps per game, this is an option students can take when they are unsure of their answer, they can ask for support from their team for consensus before giving their final answer.
13. Teams may not connect the exact same row of cards more than once.



6. Explain the directions for Food Group Toss Across on page 17. Divide the class evenly into two teams and play Food Group Toss Across.

7. Explain that different health benefits come from different foods (i.e., strong bones). What do healthy foods have that provide us with health benefits? The answer is “nutrients.”

8. Explain the meaning of the word nutrient and how it relates to other words that have to do with eating healthy (i.e., nutrition and nutritious).

9. Explain that foods have been put in food groups based on the nutrients they provide (i.e., Dairy Foods are grouped together because the foods in the group provide the nutrient, calcium). Tell students that you will be discussing the food groups and nutrients in greater detail.



Leading the Activity



10. Give each student a blank piece of paper. Fold the paper in half creating two columns. Number the left column of their papers from one to eight. As you are sharing information, students should record eight facts they think are important to remember. They should record the facts in the left column (leaving the right column blank).

11. Discuss each food group, using the Food Group Talking Points chart on pages 19 and 20 and the Common Nutrients Chart on page 18. Uncover the other half of the poster and use it as a reference.



12. Call attention to the picture of the Nutrition Facts Label on the poster.

Another key reminder on the poster is the picture of the nutrition facts label. This can help us in a few ways. Some foods contain greater amounts of nutrients than others. Some foods contain extra sugars and solid fats. In some cases MyPlate encourages us to eat foods with specific ingredients (i.e., whole grains).

13. Call attention to the picture of ChooseMyPlate.gov and discuss the “Eat the right amount of food for you” message.

	Calcium	Fiber	Carbohydrates	Protein	Iron	Potassium	Vitamins	Minerals
Grains		✓	✓		✓		✓	✓
Dairy	✓			✓		✓	✓	✓
Vegetables		✓				✓	✓	✓
Fruits		✓				✓	✓	✓
Protein				✓	✓		✓	✓



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Get to Know the Food Groups

continued

Food Group Talking Points					
	Grains	Vegetables	Fruits	Dairy	Protein
What are they?	Foods made from wheat, rice, oats, cornmeal, or barley	Vegetables or 100% vegetable juice	Fruits or 100% fruit juice	Foods made from milk that retain their calcium	Foods made from meat, poultry, fish, beans, peas, eggs, or nuts
What are some foods in the group?	Bread Pasta Breakfast cereals Oatmeal Tortillas	Corn Carrots Green beans Red peppers Broccoli	Apples Oranges Strawberries Bananas Grapes	Milk Cheese Yogurt Cottage cheese	Lean meat Chicken Turkey Fish Eggs Peanut butter Nuts
Why is it important to eat foods from this group?	We get fiber from foods in the Grains Group, which helps our heart stay healthy.	We get vitamins from vegetables. Carrots are high in Vitamin A, which helps keep our eyes and skin healthy.	We get vitamins from fruits. Strawberries are high in Vitamin C, which helps heal cuts and wounds.	We get calcium from foods in the Dairy Group, which helps give us strong bones and teeth.	We get protein from foods in the Protein Foods Group, which helps to build muscle.
What is the daily recommended amount?	6 portions (6 oz.) 1 portion size = approximately 1 oz. <i>Tip:</i> choose whole over refined grains.	5 portions (2½ cups) 1 portion size = approximately ½ cup <i>Tip:</i> choose dark-green, red, and orange vegetables and make half your plate vegetables and fruits.	3 portions (1½ cups) 1 portion size = approximately ½ cup <i>Tip:</i> choose whole or cut-up fruits more often than fruit juice and make half your plate vegetables and fruits.	2 ½ portions (estimated) (2 ½ cups) 1 portion size = approximately 1 cup <i>Tip:</i> choose skim or 1% milk.	2 portions (estimated) (5 oz.) 1 portion size = approximately 2 - 3 oz. <i>Tip:</i> choose lean meats and eat more fish.
What counts as one portion?	Examples: • 1 slice of bread • ½ cup cooked pasta • 1 cup of ready-to-eat cereal • ½ cup of cooked oatmeal • 1 small tortilla	Examples: • ½ cup of green beans • 6 baby carrots • 1 cup of lettuce • ½ small potato • ½ corn on the cob	Examples: • ½ cup of applesauce • 1 small apple • 1 small banana • 16 grapes	Examples: • 1 cup of milk • 1 regular container yogurt • 2 ounces processed American cheese (1 slice of processed cheese is equivalent to 1/3 cup milk)	Examples: • 1 small half chicken breast = 3 oz. • 1 small lean hamburger = 2-3 oz. • 2 tbsp. peanut butter = 2 oz. • 1 cup of split pea, lentil, or bean soup = 2 oz. • 2 eggs = 2 oz.

Get to Know the Food Groups

continued

Food Group Talking Points

	Grains	Vegetables	Fruits	Dairy	Protein
Frequently Asked Questions	<p>What is the difference between whole and refined grains? Whole grains contain the entire grain kernel ((bran, germ, and endosperm). Refined grains have been through a process that removes the bran and germ. To tell if a food is considered whole grain, read the nutrition label and look for one of the following ingredients first on the label's ingredient list:</p> <ul style="list-style-type: none"> • brown rice • bulgur • graham flour • oatmeal • whole-grain corn • whole oats • whole rye • whole wheat • wild rice 	<p>Do beans and peas count? Peas and beans are excellent sources of fiber, protein, and iron. They can be counted in either the Vegetables or Protein Foods Group.</p>	<p>Do canned and frozen fruits count? Yes, canned and frozen fruits count. Choose fruits canned in their own juices and not in heavy syrup which adds extra calories. (And, canned and frozen vegetables count for the Vegetable Group too.)</p>	<p>Do butter, cream and cream cheese count? Foods made from milk that have little or no calcium (e.g., cream, butter, cream cheese) are not considered a part of this group.</p>	<p>Does lunch meat count? Processed meats such as ham, sausage, hot dogs, and lunch or deli meats count, but have added sodium. When choosing between foods with added sodium (salt), we should choose foods with lower numbers.</p>

Note: based on a 1,800-calorie pattern.

14. Tell students that they are now going to use the top eight facts that they recorded in order to quiz each other about what they have just learned.

- Turn your eight facts into questions.
- Beside each fact (in the right column), list a question and answer.
- If you need help creating questions and answers, use the MyPlate poster.

Sample MyPlate Quizzer questions

- Name a food in the Protein Foods Group
- Name a food that has Calcium
- What counts as a serving of Dairy?
- How much fruit should a person around age eat everyday?
- What food group does spinach belong to?

15. Using Student Activity Sheet 2, have students make MyPlate Quizzers.

Explain the directions and show students how to fold the paper in order to make the quizzer.

- Cut along the green dotted line.
- Write your name on back.
- Copy your eight questions and answers onto their quizzer template.
- Fold the paper to make the quizzer.



Closing the Activity

16. Have students use their MyPlate Quizzers to ask each other questions.

Assign students partners and use their quizzers to ask each other a question. Call “switch” and have students find a new partner.

17. Ask students how they did answering each other’s quizzer questions.

Was it easy or challenging? What have they learned that will help them eat healthier?



Modifications/Extensions

- Provide practice by having students play the ChooseMyPlate, Blast Off Game designed for children ages 6-11. The game can be found at www.choosemyplate.gov/information-educators.html.
- Extend the activity by having students use the quizzers at home with their family members.
- If you have less time, break this activity into two or three shorter sessions:
 - Session 1: Play Food Group Toss Across
 - Session 2: Learn the information
 - Session 3: Make the quizzers
- Repeat the Food Group Toss at the end of the activity and have students name the food group and a nutrient found in the food that their beanbag lands on.
- The MyPlate Quizzer created in this activity is a form of paper art called Origami, integrate art and social studies by learning more about Origami.



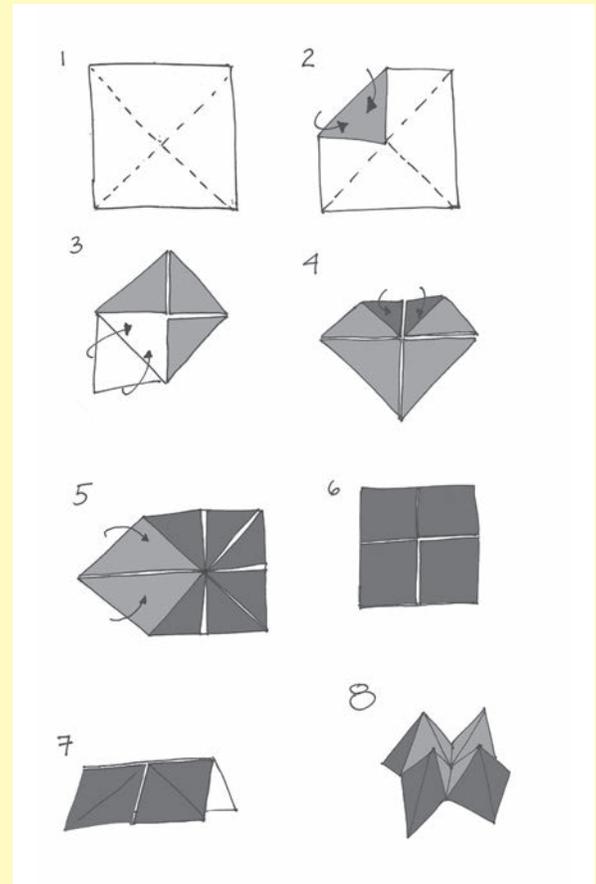
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How to make MyPlate Quizzer





Student Activity Sheet 2

MyPlate Quizzer

- 1** Cut along the green dotted line.
- 2** Write your name on the back of the quizzer.
- 3** Record questions and answers.
- 4** Listen to your teacher for directions on how to fold your paper to make your quizzer.

Fruits and Vegetables	8	Question 8:	7	Dairy
1	Question 1:	Answer 8: Answer 1:	Answer 7: Answer 4:	4
2	Question 2:	Answer 2: Answer 5:	Answer 3: Answer 6:	3
Grains	5	Question 5:	Question 6:	Protein Foods
			6	



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Healthy Steps for Healthy Decisions

GRADE LEVEL:
Intermediate

TIME:
30 minutes

GROUPING STRUCTURE:
Whole and small group

SUBJECTS:
**Health
Science**

**English Language Arts –
listening and speaking
Math
Physical Education**

Objective
Students will identify foods to limit and suggest healthy choices.

Materials/Preparation

- ➔ **Classroom Materials**
 - Construction paper (five pieces)
 - Crayons, colored pencils, and/or markers
- ➔ **Provided in the Healthy Steps for Healthy Lives Kit**
 - MyPlate poster
- ➔ **Before the Activity**
 - Make on construction paper and post five Healthy Decision Food Signs



Opening the Activity

1. **Divide students into five small groups and direct each group to stand in front of one of the five signs that you have posted in the classroom.**
2. **Tell students that there are five foods posted on the sign and their team has three minutes to decide which foods on the list are foods that should be limited or only chosen sometimes.** They should circle the foods that should be limited.

Sign 1
Glazed Donuts
Fried Chicken
Vanilla Ice Cream
Orange Soda
Salted Peanuts

Sign 2
Chocolate Cake
French Fries
Strawberry Milkshake
Sweetened Iced Tea
Plain Potato Chips

Sign 3
Vanilla Cupcake
Fried Mozzarella Sticks
Chocolate Ice Cream
Fruit Drink
Cheese Flavored Crackers

Sign 4
Apple Pie
Hot Dog
Ice Cream Sandwich
Lemonade
BBQ Potato Chips

Sign 5
Chocolate Chip Cookie
Pizza
Root Beer Float
Grape Soda
Cheese Flavored Tortilla Chips

3. **At the end of three minutes, have students return to their seats.** Discuss how students felt about this experience. Was it easy or hard and why?
 - We know that we should eat healthier foods more often and less healthy foods occasionally.
 - It can be challenging to decide which foods are not the healthiest choices because many factors go into deciding.

- Explain to students that determining the healthiest foods to eat can be challenging, even for adults. There are choices within the five food groups that are healthier than others.

4. Tell students that today's activity will be about choosing the healthiest foods in a food group.

Leading the Activity

5. Call attention to the MyPlate poster.

Are there any messages on the poster that might help us understand how to pick the healthiest foods and drinks in a food group?

- Ideal responses: There is a message about the grains group that helps us know that whole grains are best; There is a message about making sure we choose fruits and vegetables; There is a message reminding us to choose low-fat dairy foods; There is a message reminding us to choose water over sugary drinks.
- The reminders on the MyPlate poster can help us to know how to create the healthiest plates from the five food groups and which foods we should limit.
- There are three main guidelines for foods to limit. We should limit foods with added sugar, solid fats, and salt.
- The poster also reminds us that the nutrition facts label and ingredient list can help us make healthy decisions.



6. Explain what makes certain foods in a food group healthier to eat (or drink) using the Choosing the Healthiest Foods in a Food Group Discussion Points.

Closing the Activity

7. Have students return to their original Healthy Decision Food Signs and conduct a small group discussion.

Does the group want to make any changes to the foods they have circled?

8. Reveal and discuss the correct answer.

Answer: All of the foods on the list should be limited and should be circled.

9. Have students identify a healthier choice for each food on the list (i.e., something that would be an everyday/every meal choice instead of a choice that should be limited).

A word about added sugars:

A product's Nutrition Facts label provides a total amount of sugar per serving and does not make a distinction regarding the amount of added sugars in a product. You can find added sugars by looking at the ingredient list.

Other words that mean added sugar:

- | | | | | |
|---------------------------------|-----------------------------|-----------------------------------|---|--------------------------|
| • anhydrous dextrose | • crystal dextrose | • glucose | • malt syrup | • raw sugar |
| • brown sugar | • dextrose | • high-fructose corn syrup (HFCS) | • maltose | • sucrose |
| • cane juice | • evaporated corn sweetener | • honey | • maple syrup | • sugar |
| • confectioner's powdered sugar | • fructose | • invert sugar | • molasses | • sugar cane juice |
| • corn syrup | • fruit juice concentrate | • lactose | • nectars (e.g., peach nectar, pear nectar) | • white granulated sugar |
| • corn syrup solids | • fruit nectar | • liquid fructose | • pancake syrup | |

Choosing the Healthiest Foods in a Food Group

Discussion Points

CUT BACK ON FOODS HIGH IN ADDED SUGAR, SALT, AND SOLID FATS

Currently, many of the foods and beverages we eat and drink contain empty calories – calories from solid fats and/or added sugars. Solid fats and added sugars add calories to the food but few or no nutrients. For this reason, the calories from solid fats and added sugars in a food are often called empty calories. Learning more about solid fats and added sugars can help you make better food and drink choices.

- Solid fats are fats (oils) that are solid at room temperature (e.g., butter). Some solid fats are found naturally in foods. They can also be added when foods are cooked.
- Added sugars are sugars and syrups that are added when foods or beverages are made or prepared.
- The foods and beverages that provide the most empty calories are:
 - » Cakes, cookies, pastries, and donuts (contain both solid fat and added sugars)
 - » Sodas, energy drinks, sports drinks, and fruit drinks (contain added sugars)
 - » Cheese (contains solid fat)
 - » Pizza (contains solid fat)
 - » Ice cream (contains both solid fat and added sugars)
 - » Sausages, hot dogs, bacon, and ribs (contain solid fat)

Choose foods in forms with no added sugars.

Example: When choosing between two forms of a food in a food group such as sweetened and unsweetened apple sauce in the Fruit Group, choose the unsweetened version because it has no added sugar. This doesn't mean that the unsweetened apple sauce has no sugar in it at all; it means that the only sugar in the unsweetened apple sauce comes from the sugar that is naturally found in the apples used to make it.

Choose milk or other foods from the Dairy Group that are non- or low-fat; you will get the same amount of nutrients but less empty calories.

Example: Choose skim milk instead of whole milk (because skim milk contains no empty calories at all whereas whole milk contains solid fats).

Go lean with protein; choose meats with less fat and prepare Protein Foods in a way that does not add more solid fat to the dish (e.g., broil, grill, roast, or poach meat instead of frying).

Example: Choose baked chicken breast without the skin instead of fried chicken (because fried chicken contains solid fats from frying and skin).

Look out for salt (sodium) in foods you eat – it all adds up. Everyone, including kids, should limit their total salt [sodium] intake to less than 1 teaspoon per day. One teaspoon of salt is 2,300 milligrams of sodium. Read the Nutrition Facts label and the ingredients list to find packaged and canned foods lower in salt (e.g., “low sodium”, “reduced sodium”, or “no salt added”).

Example: Choose unsalted nuts as a Protein Food; you will get the same amount of nutrients but without the extra salt.

CHOOSE WHOLE GRAIN FOODS FROM THE GRAINS GROUP

The grains group is made up of two kinds of grains: Whole Grains and Refined Grains. Whole grains contain the entire grain kernel – the bran, germ, and endosperm. Refined grains have been milled, a process that removes the bran and germ. When this is done the process removes dietary fiber, iron, and many B vitamins from the grain. Sometimes refined grains are enriched which means that some of the nutrients that were taken out are added back in. Even if a grain is enriched, the fiber cannot be added back. Try to make sure that at least half of your daily grains come from whole grain sources.

Example: Choose macaroni and cheese made with whole-wheat macaroni noodles.

Tip: Just because a food (e.g. bread) is brown or the package says it is made of “wheat”, does not mean it is a whole grain. The easiest way to tell if a food is a whole grain is to read the ingredients list and choose products that name a whole grain ingredient first on the list (e.g., “whole wheat”, “brown rice”, or “oatmeal”).



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Healthy Steps for Healthy Decisions

continued

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ACTIVITY

Discussion Points: Explaining Calories

- The foods we eat have calories.
- Calorie – a measurement used to tell us how much energy our bodies will get from eating a certain food.
- Our bodies use energy all day long, this is called burning calories. Even sitting here, your body is using calories.
- One reason for an unhealthy weight is eating more calories than our bodies use. Your body stores unused calories as fat.
- Making sure we get enough calories from healthy foods is also a part of being a healthy weight. It is important to eat the right amount of calories for you.
- We need to balance our daily calorie intake with the amount of energy we use.
- ChooseMyPlate.gov because the advice for how much a person should eat of each food group is based on how active a person is during the day.
- The more physically active a person is, the more calories they need. The less physically active a person is, the fewer calories they need.

- Ideal responses: Replace fried chicken with skinless grilled chicken breast; Replace strawberry milk shake with real fruit smoothie.

10. Share a few of the replacement foods with the whole group and discuss.

- Within a food group, foods with the least amount of empty calories and added salt are the healthiest choices.
- It is important to limit foods with too many empty calories (added sugars and solid fats) and too much salt in our day-to-day lives.
- These foods can be enjoyed on special occasions rather than as a part of our regular meals and snacks.

Healthy Steps for Healthy Snacks Acrostic Poem example

Cheese and whole grain crackers
Hummus dip and carrot sticks
Apple slices with peanut butter
Raisins
Low-fat yogurt
Ice pops made from 100% no sugar added fruit juice
English muffin toasted and topped with tomato sauce and cheese



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Healthy Steps for Healthy Decisions

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Modifications/Extensions

- Extend the activity by having students practice reading nutrition facts labels and ingredient lists. Divide students into teams and give each team a nutrition facts label and ingredient list and have them locate key information (e.g., serving size, calories, where to look for added sugars, where to look for solid fats, where to look for nutrients to increase, percent daily values, and where to look for whole grains).
- Integrate math by asking students to name the math skills needed to read ingredient lists and nutrition facts labels and have students create math problems based on making healthy food choices.
- Extend the activity by having students complete an “Energy In/Energy Out” research project to determine how many calories are in common foods they eat and how many calories are used through common activities they do every day.
- Have each student write a Healthy Steps for Healthy Snacks Acrostic Poem by listing a healthy snack for each letter in their name.



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Healthy Steps for Healthy Decisions

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Reading a Nutrition Facts Label and Ingredient List

Fat-Free Strawberry Yogurt

Saturated Fat and Trans Fat are solid fats

Look for foods with:
- 0g of Trans Fat
- %DV of less than 5% of Saturated Fat

Sodium is salt.

20% DV or more per serving is high.

Sugar

Note: this is the total amount of sugar and does not specify the amount that is naturally occurring versus “added sugar.”

Nutrition Facts			
Serving Size 1/2 cup			
Amount Per Serving			
Calories 110	Calories from Fat 0		
% Daily Value			
Total Fat 0g	0%		
Saturated Fat 0g	0%		
Cholesterol 5g	2%		
Sodium 118 mg	5%		
Total Carbohydrate 25g	8%		
Dietary Fiber 1g	0%		
Sugars 16g			
Protein 8g			
Vitamin A 0%	Vitamin C 5%		
Calcium 55%	Iron 0%		
Vitamin D 15%	Potassium 0%		
Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:			
	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	80g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Ingredients: Cultured grade A nonfat milk, strawberries, sugar, pectin, modified corn starch, natural flavor, kosher gelatin, purple carrot juice concentrate, carmine and turmeric (for color), malic acid, calcium phosphate. Contains active yogurt cultures including *L. acidophilus*.

Serving Size

Tells us how much makes up one serving and how many servings are in the package. Information on the label is based on ONE serving.

Amount of Calories

Calories provide a measure of how much energy you get from a serving of this food. General Guide to Calories
- 40 Calories is low
- 100 Calories is moderate
- 400 Calories or more is high
**Note: The General Guide to Calories provides a general reference for calories when you look at a Nutrition Facts label. This guide is based on a 2,000 calorie diet.*

Percent Daily Values

- 5% or less is LOW
- 20% or more is HIGH

Limit these nutrients

Get enough of these nutrients

Foot Note

This provides general recommended intake levels for nutrients in terms of Percent Daily Values. This information is not about a specific food and it is the same on every label because it shows recommended dietary advice for all Americans.

Ingredient List

The ingredient list tells you what a food is made of and the ingredients are listed in order from greatest to least. Look here for added sugars and whole grains.

- To limit foods with added sugar, make sure that added sugars are not listed as one of the first few ingredients.
- To increase foods with whole grain, choose foods that name one of the following whole-grain ingredients first on the label's ingredient list: brown rice, buckwheat, bulgur, millet, oatmeal, quinoa, rolled oats, whole-grain barley, whole-grain corn, whole-grain sorghum, whole-grain triticale, whole oats, whole rye, whole wheat, wild rice.



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6 ACTIVITY

A Drop in the Bucket

GRADE LEVEL:
Intermediate

TIME:
45 minutes

GROUPING STRUCTURE:
**Whole and small group/
independent/partner**

SUBJECTS:
English Language Arts
– listening, writing
language, and speaking
Health
Physical Education
Science



Objective

Students will define hydration and summarize factors to consider when making beverage choices.



Materials/Preparation

➔ Classroom Materials

- Crayons, colored pencils, and/or markers
- Scissors
- Blank paper (two sheets/student)
- Name tags or labels (one/student)
- Bucket (or small container)



➔ Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster

➔ Before the Activity

- Post poster
- Prepare What's My Name labels by writing a beverage name on each badge
 - Important reminders
 - » Students should not be told the specific category, "beverages"
 - » Do not include a name badge for water, this is intentional



Opening the Activity

1. **Give each student a What's My Name? label**
Students should not be able to read their own name label.
2. **Explain the directions for What's My Name on page 29 and play the game.**
3. **Have each student reveal who (or what) they are and discuss.** What do they all have in common? They are all beverages.
4. **Tell students that they are going to learn more about making healthy beverage choices.** Have students remain standing.



Leading the Activity

5. **Tell students that you asked them to remain standing because you now want them to try to rank themselves in order from the "most healthy" to "least healthy" beverage choice.** Designate which end of the line is the "healthiest" and which is the "least healthy." Have students move around and discuss with each other until they think they are in the correct order.

What's My Name? Directions

1. The object of What's My Name is to guess the name of the food or drink name badge that you are wearing without looking at the label.
2. Your classmates will be able to see your name, but you will not.
3. You will walk around the classroom and ask your classmates "Yes" or "No" questions until you can figure out who or what you are.

Example questions: Am I a protein food? Am I a breakfast food? Am I a snack food? Am I usually cooked? Do you use a spoon to eat me?

Start by finding one partner, ask each other one "Yes" or "No" question and make one guess. If correct then stand in front of the room with your card facing out. If not, then find a new partner and repeat.

Names for What's my Name? labels

- Apple juice
- Orange juice
- Iced tea
- Lemonade
- Soda
- Whole milk
- 2% milk
- 1% milk
- Skim milk
- Chocolate milk
- Fruit punch
- Strawberry milk
- Strawberry milkshake
- Fruit and yogurt smoothie
- Vegetable juice
- Juice box
- Hot chocolate
- Coffee
- Hot tea
- Energy drink
- Diet soda
- Pineapple juice
- Chocolate milkshake
- Vanilla milk shake
- Decaffeinated coffee
- Grape juice
- Cranberry juice
- Sports drink

6. Discuss the order they have placed themselves in and why.

- Did you think about any tips from the MyPlate poster as you were determining your order?
- Call attention to the poster and discuss the pictures and messages that have to do with healthy beverages.
 - Eat (or drink) foods from the five food groups every day.
 - Know your limits with added sugar, salt, and solid fats.
- Beverages that should be chosen more often should be toward the "most healthy" side of the line and beverages that should be chosen less often should be toward the "least healthy" side of the line.
- Where in the line did you decide to place beverages with caffeine? What about diet drinks? Why?
 - Caffeine is a stimulant that affects the central nervous system. It is a diuretic. Diuretics cause the body to eliminate water, which may contribute to dehydration. Too much caffeine can cause negative health effects (e.g., upset stomach, headaches, difficulty concentrating and/or sleeping, and increased heart rate and/or blood pressure). Beverages with caffeine should be consumed less often.
 - Diet drinks often contain artificial sweeteners that take the place of sugar. Artificial sweeteners do not increase the amount of nutrients in a drink. Lessening the amount of sugar in a beverage, does not make up for a lack of nutrients. Drinks containing artificial sweeteners should be consumed less often.



EatHealthy

I eat (and drink) the best foods for my body every day.

A Drop in the Bucket

continued

6
ACTIVITY

7. Give students a chance to check and reorder their line.

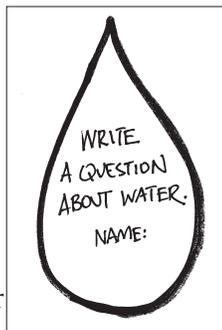
Comment on the line order and suggest possible changes if necessary.

- There is no exact answer without comparing the amount consumed, ingredients, and nutrition facts, but generally speaking drinks with added sugar and other unnecessary ingredients should be limited.
- The point of the activity is to show that some beverages are healthier than others and we should be making thoughtful decisions when determining what to drink.

8. Introduce water as a beverage choice.

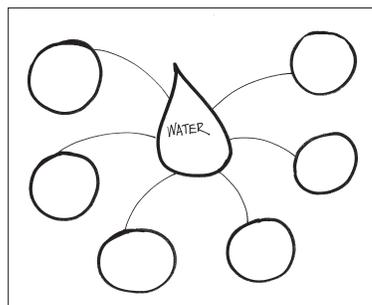
- Ask students if they notice any beverages missing from the line.
- Ideal response: Water is missing.
- Where would water go in the line? Does the poster tell us anything about water?
- The poster tells us to choose water over sugary drinks.

9. Have students return to their seats and give each student a blank piece of paper. Draw a water droplet in the center of your paper.



- Inside the droplet, record a question about water, write your name, and cut out the droplet.
- Walk around the room and collect droplets in a bucket.

10. Have students create a Water Droplet Graphic Organizer. Give students another piece of blank paper and have them draw another smaller droplet in the middle of the page and write the word “water” inside.



11. Tell students that they are going to use their organizers to create concept webs about water as you discuss information with them.



They will need to take good notes, because they will be using the information later on in the activity. Every time an important key idea about water is discussed, students should write the idea on their paper and connect it with a line to the water droplet in the center.

12. Ask students why they think it is important to drink water.

- Ideal responses: Most of our body is made of water; Water helps food move through our digestive track; Water takes the good things from the foods we eat and takes them where they need to go in our body; Water keeps our bodies the right temperature; We need to replace the water we lose from sweating.

13. Discuss the importance of drinking water.

- Water is an essential nutrient.
- We need water to survive because our bodies are made mostly of water.
- In our vital organs (e.g., heart, lungs, brain) there is a lot of water, which allows them to function correctly.
- The water in our body also lubricates our bones and joints so that we can move more easily.
- Without water we could only survive for a few days.

Vocabulary

Hydration – replacing the water our body uses by drinking more water

Dehydration – when our water level drops too low.

6 ACTIVITY

EatHealthy
I eat (and drink) the best foods for my body every day.

A Drop in the Bucket

continued

- Water helps move nutrients to cells in our bodies and aids in the removal of waste.
- Every day our body loses water through normal activity.

14. Ask students how much water they think they should drink every day.

- The amount of water we need to drink every day depends on age, amount of physical activity, outside temperature, and health.
- The recommendation for your age is about nine to ten servings (or a total of 2.2 – 2.4 liters) every day.
- One serving of water is an 8-ounce glass.
- We lose water every day by sweating, breathing, and going to the restroom. We replace this water by eating and drinking.
- Try to drink more water when you are losing water through sweat by being active or when you are hot.
- Our body regulates its temperature through the release of water. When we play sports or participate in moderate or vigorous physical activity we sweat, which is our body's way to lower our body temperature.
- Drink water before, during, and after being physically active.
- Feeling thirsty is one of your body's signals that you need more water. You won't always feel thirsty when you need water. You should try to drink the recommended amount of water throughout the day, even if you are not very thirsty.

Signs of dehydration

- A feeling of thirst
- Tiredness, headache, lack of concentration
- A reduction in muscle tone



15. Ask students if they think that other liquids count as a serving of water.

- Answer: Yes. Drinking water, water in beverages, and water contained in food all contribute to total water intake, but some are better choices than others.
- Milk, juice, and even soup broth count toward the amount of water we need every day. Some drinks have other health benefits as well.
- Call attention to the MyPlate poster. It tells us that we should choose water over sugary drinks and that it is important to know your limits with added sugar, salt, and solid fats. Added sugars and fats load foods and drinks with extra calories you don't need. Remember, plain water comes in many convenient forms and is an essential nutrient with no extra calories.

16. Point out the picture of water on MyPlate.

- The picture shows water being served in a glass. What other ways is water provided or served?
- Possible responses: From a water fountain; From my kitchen sink; From a water dispenser; From my refrigerator: It comes in bottles.
- Water is an excellent choice for a grab and go drink to have on hand. You can take it with you and have it available when you need it. You can carry water with you in your backpack. It is also readily available anywhere you go where you may want something to drink (e.g., restaurants, movie theatres, vending machines, concession stands, convenience stores, and school lunches).

- Challenge students to think of a location/place where water isn't a beverage choice. Why do you think students your age may choose a soda over a water? What is the better choice and why?



Closing the Activity

17. Review the information you have shared with the class about water by having students answer the questions on the water droplets that you collected in the bucket prior to leading the discussion.

- Divide the students into four teams and have students sit together with their graphic organizers.
- Pass around the bucket and have each team member take a question.
- Have teams work together to answer the questions using their graphic organizers and record the answers on the back of each question.
- Have a member from each team read the questions and answers that they came up with to the whole class. Provide assistance and clarify answers as needed.
- Questions and answers that have already been shared by another team can be skipped.



Modifications/Extensions

- Reinforce concepts learned with a class bulletin board. Give students a blank piece of paper and ask them to draw another water droplet the same size as the first one they drew. Inside of the droplet, they should record a goal, important tip, or piece of advice about drinking water. Have students cut out the droplets. Post droplets on a bulletin board and give students a chance to read the advice.



- Extend the learning by having students create visual displays of the amount of added sugar in various beverage choices. Students can select the beverages to include and create a poster board or other display that would remind their peers to make healthy beverage choices. Have students conduct research to determine the average amount of sugar in various beverage choices (i.e., plain water, milk, 100% no sugar added juices, fruit flavored drinks, sodas).

Average amount of sugar found in a serving of common drinks

Beverage	Calories	Sugar
Bottled Water	0	0 teaspoons
Sports drinks	110	6 teaspoons
Sweetened Teas	130	7 teaspoons
Lemonade	140	9 teaspoons
Soda	150	10 teaspoons
100% Fruit Juice	100	5 teaspoons
Fruit flavored drinks	70	4 teaspoons
Low-fat Milk	100	2 teaspoons

- Make the closing more interactive by playing a quiz style game with the student's water droplet questions. Assign point values and keep a tally chart on the board for team points.
- Extend the learning by having students study ways to recycle packaging from on-the-go beverages (i.e., water bottles and juice boxes).
- Integrate art and music by having students create and perform short plays, musicals, or skits for younger students about hydration. Students could work with the art teacher to create the scenery for the play.
- Extend the learning by having students use their water droplet organizers to write informational essays about water and hydration.