



ThinkHealthy I know what being healthy means. **2** ACTIVITY

Healthy Travels

Objective
Students will discover and describe healthy foods and physical activities that are unique aspects of travel destinations in other parts of the world.

GRADE LEVEL:
Intermediate

TIME:
60 minutes

GROUPING STRUCTURE:
Whole and small group/partner/independent

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

Materials/Preparation

Classroom Materials

- Chart paper (three pieces)
- Crayons, colored pencils, and/or markers
- Large blank index cards, or half sheets of cardstock or construction paper (one card/student)
- Bag, box, or container
- World map or globe



Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster



Before the Activity

- Post poster
- Prepare for students to conduct research (see Step 11)

Opening the Activity

1. Have students close their eyes and imagine that they are going on a hike.

Tell students to picture themselves packing a backpack for the hike. Ask them to think about the things that they might need in their backpacks.

Hiking – an outdoor physical activity that involves walking in natural environments. Hiking can be considered a moderate or vigorous activity depending on the terrain, distance of the hike, and the hiker's pace.

2. Go around the room and have each student share one item they thought of to pack by completing the sentence, "I am going on a hike and I am packing a _____."

List answers on chart paper or board. If an item is repeated place a tally mark beside it.

3. Have students look at the list to determine if there is anything else that should be added and record all answers.

- Leading questions: Do you think you might get hungry on the hike? What do you think the weather will be like? Will the sun be out? Is there any safety equipment that may be needed on the hike?

4. **Ask students if going on a hike is a healthy thing to do and why.** What do the other items on the packing list have to do with being healthy? Use the list to help explain how the concept of being healthy relates to many things (i.e., being physically active, healthy eating, sunscreen, hydration, safety equipment).
5. **Remind students that taking a hike is a healthy activity because it is a way to be physically active.** Point out the pictures on the MyPlate poster that have to do with moving healthy and discuss what the poster says.



Leading the Activity

6. **Ask students to think about some places where they could take a hike and discuss.**
 - Discussion prompts: Can you take a hike somewhere near your house? What if you were to travel further to another continent or country? What would you pack for your trip on the airplane? What would you pack in your suitcase? What might you do on the trip that has to do with eating and moving healthy?
7. **Tell students they are each going to pick a travel destination to pretend to visit.** Using the Internet and/or books, maps, and globes they will select and research the location and write a postcard to mail back home to a friend or family member. They will write the postcards as though they are actually on the trip.
 - Include one healthy snack or meal and one healthy moving activity that you enjoyed during your trip (e.g., a special place where you hiked or took a bike ride).



- Tell the reader where you are (i.e., what country, city, location, etc. have you traveled to).
 - Both the food and activity must be a special and unique part of traveling to the place you have chosen.
8. **Tell students before they begin their “pretend travel experience,” they will need to know what makes meals and/or snacks healthy and what makes certain activities healthy.** Introduce the MyPlate poster.
 - The poster is a tool that can help us understand how to eat and move healthy.
 - There are pictures, symbols, and messages that tell us about nutrition (which means eating and drinking healthy) and physical activity (which means moving healthy).
 9. **Explain the pictures, symbols, and messages on the poster using the Taking a Closer Look: Healthy Steps for Healthy Lives MyPlate Poster Discussion Points on page 12.**
 - As students listen to the explanation, have them listen for “tips” that can help them while they are conducting research and designing their postcards.
 - After discussing the poster, ask students to describe “tips” from the poster in their own words and record their responses on a piece of chart paper labeled “Healthy Travel Tips.”
 - Possible responses: Eat vegetables, fruits, dairy, protein, and grains; drink lots of water; do healthy activities that you enjoy.



Taking a Closer Look: Healthy Steps for Healthy Lives MyPlate Poster

Discussion Points

THINK HEALTHY

➔ **Symbol/Pictures:** MyPlate icon

➔ **Message:** Before you eat, think about what goes on your plate or in your cup or bowl.

The MyPlate icon shows us how to build a healthy plate. The healthy plate we see on the poster is made of different colored portions. The colored portions represent the five food groups and remind us to build our healthy plate at each meal by choosing foods from the five food groups.

Healthy steps to build a healthy plate:

- Make half your plate fruits and vegetables
- Switch to skim or 1% milk
- Make at least half your grains whole
- Vary your protein food choices

EAT HEALTHY

➔ **Symbol/Pictures:** MyPlate icon and pictures of foods from the five food groups

➔ **Message:** You can build a healthy plate by choosing foods from 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. A healthy meal starts with more vegetables and fruits and smaller portions of protein and grains.

Know the food groups, know yourself, and know your plate:

Vegetables

- Fresh, frozen, and canned vegetables, or 100% vegetable juice all count
- Remember to eat red, orange and dark green vegetables
- Eat 2 ½ cups every day

Fruits

- Fresh, frozen, canned, and dried fruits, or 100% fruit juice all count (choose fruits canned in their own juices and

not in heavy syrup which adds extra calories)

- Use fruits as snacks, salads or desserts
- Eat 1 ½ cups every day

Dairy

- Milk, yogurt, and cheese all count
- Low-fat or fat-free dairy foods have the same amount of calcium and other nutrients, but less fat and calories
- Get 2 ½ cups every day

Grains

- Choose foods that name a whole grain first on the ingredient list
- Choose 100% whole grain cereals, breads, crackers, rice and pasta
- Eat 6 ounces every day

Protein

- Keep meat and poultry portions small and lean
- Twice a week, make seafood the protein on your plate
- Eat 5 ounces every day

Oils

- Not a food group
- Provide essential nutrients; we do need some healthy oil every day (e.g., canola oil, corn oil, sunflower oil, and olive oil)
- Most people get enough oil in the foods they eat, like nuts, fish, cooking oil, and salad dressings
- Get 4 teaspoons every day
- Foods with solid fats are not sources of healthy oils

➔ **Symbol/Pictures:** Different sized color sections on the MyPlate icon and ChooseMyPlate.gov

➔ **Message:** Eat the right amount of food [calories] for you.

Another hint on the MyPlate icon is the different sizes of each food group portion on the plate and in the cup. This hint reminds you to eat the right amount of food [calories] for you. We need to eat different amounts of each food group every day.

- Choose skim or 1% milk as the beverage with your meal or add fat-



free or low-fat dairy products

- Think about how you can adjust the portions on your plate to get more of what you need
- Avoid oversized portions
- The right amount of food for you depends on factors about you—such as your age and physical activity level
- Get your personal daily intake amounts at www.ChooseMyPlate.gov

➔ **Symbol/Pictures:** Nutrition Facts Label

➔ **Message:** Know your limits with added sugar, salt, and solid fats.

Use the nutrition facts label and ingredient list to be a nutrition detective. You are on the case to find the best foods to eat.

- Choose water instead of sugary drinks
- Look for 100% juice when choosing fruit juice
- Make sure foods that are high in solid fats and added sugars (i.e., cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs) are occasional choices, not everyday foods
- Look out for salt (sodium) in foods you choose—it all adds up

MOVE HEALTHY

➔ **Symbol/Pictures:** Pictures of active kids

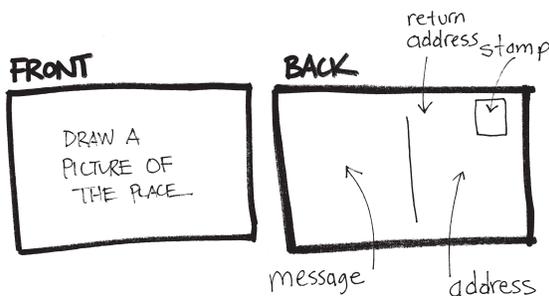
➔ **Message:** Be physically active your way.

- Aim to be active for 60 minutes or more every day
- Pick activities you like and do each for at least 10 minutes at a time
- Choose moderate and vigorous activities
- Health benefits increase as you spend more time being active
- Avoid being sedentary for long periods of time

Note: Daily intake amounts are based on a 1,800-calorie pattern

10. Review the parts of a postcard with students and give each student an index card or a half sheet of cardstock or construction paper.

11. Students select a location, conduct research, and create postcards. Remind students to make up a date for their postcard. The date should be realistic. Consider whether or not it would be possible to participate in the activity that they chose at that time of year.



Closing the Activity

12. **Collect the postcards in a mailbag (any bag, box, or container will do).** Pass the bag around the room and have students pick a postcard. If anyone picks their own postcard, have them trade with another student.
13. **Read the postcards and locate the destination on a map or globe.**
14. **Have students think about how they could incorporate the healthy foods and physical activities from the postcards into their daily lives and discuss ideas with the whole class.**



Modifications/Extensions

- Extend the activity by having students design stamps that share healthy messages. The stamps can be used on the postcards. Investigate the process of how designs for United States Postal Service stamps are selected.
- Integrate physical activity by having students role-play various hikes based on a picture or description of the hike location (i.e., hiking on the beach versus hiking up a rocky mountain).
- If your social studies curriculum is based more on United States geography, then expand the activity to include United States regional travel destinations.
- Reduce the time for the activity by providing pre-assigned locations and research materials in the classroom (i.e., books, travel brochures). If computers are available for classroom research, bookmark websites for each location in advance.
- Plan the activity collaboratively with the Art, Library, and/or Technology teachers. Students can complete the research and artwork while working in other classes.