



EatHealthy

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

A Healthy Line-Up

GRADE LEVEL:
Primary

TIME:
15 minutes

GROUPING STRUCTURE:
Whole group

SUBJECTS:
**Health
Science
English Language Arts
– listening and speaking**

Objective
Students will classify foods into food groups.

Materials/Preparation

- ➔ **Downloadable Materials**
www.nestleusa.com/healthysteps
- Healthy Steps for Healthy Lives MyPlate poster or handout
- Food Cards



- ➔ **Before the Activity**
- Set aside the number of food cards equal to the number of students in your class. Make sure to use cards from every food group.

Opening the Activity

- 1. 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).
- 2. Introduce 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 at every meal.
- 3. Introduce 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.

4. Point to each food group and have students name the group out loud.
5. Tell students that they're going to play a game to help them remember which foods belong in each of the food groups.



Leading the Activity

6. Explain the directions for MyPlate Line-Up (steps 7 -10) and start the game.
7. Give each student a food card.
8. Tell students that they're going to create a line across the front of the classroom that follows the order of the food groups on the poster. The first food group on the poster is Grains. So, our line-up should begin with foods from the Grains Group.
9. Students decide which food group they think their food belongs in and communicate with their classmates to place themselves in the correct position in the line-up.
10. Students stand side by side with their backs to the wall while holding their food cards out in front of them with the picture facing out.
11. The object of the game is to have everyone line up in the correct order in the shortest period of time. Once each student has found a spot in the line-up record the time.
12. Check the order. Start at the beginning of the line and have each student say the name of their food and the food group that they decided it belongs in.

13. Move any students who are not with



the correct food group. Encourage the class to assist you with checking the line by using the poster as a visual reference.

14. Collect the Food Cards. Shuffle the cards and play again. Challenge the class to improve their time.



Closing the Activity

15. Have students stand in a circle. Place food cards in a bowl or basket. Pass the basket around the circle and have each student take a food card.
16. Students say the name of the food on their card and name the group it belongs in, and name another food they think belongs in the same group.
17. Discuss why it is important to know the foods in each of the food groups.
 - Ideal responses: We need to eat a rainbow every day; Remember to eat every color every day; So we can be sure to eat foods from all food groups every day; So that when we are hungry we can pick a food from a food group that we have not eaten enough of that day.



Modifications

Play three rounds of the game. Round two, line up silently. Round three, within the food group, find the correct alphabetical order by first letter of the name of the food. Have two teams of students compete for the best completion time.





EatHealthy

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

A Very Hungry Caterpillar

GRADE LEVEL:
Primary

TIME:
45 minutes

GROUPING STRUCTURE:
Whole and small group

SUBJECTS:

Health

Science

English Language Arts
– listening, speaking, and
writing

Social Studies



Objective

Students will classify foods into food groups by recreating a familiar story with repetitive text.



Materials/Preparation

➔ Classroom Materials

- Chart paper (one piece)
- Five pieces of large white construction paper
- Crayons and/or colored pencils
- Markers
- *The Very Hungry Caterpillar* by Eric Carle
- Stapler



➔ Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster
- Food Cards



➔ Before the Activity

- Make a blank sorting chart on chart paper



Opening the Activity

1. Read *The Very Hungry Caterpillar* to the class.

(Note: you will be reading the story again, so for the first reading, read for enjoyment and to build familiarity with the text).

2. Ask students if they think that the caterpillar was eating healthy.

3. 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).

4. Introduce 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 at every meal.

5. Tell students that they're going to have a chance to learn about healthy choices and then rewrite the story so that the caterpillar eats foods from all of the food groups every day.

Leading the Activity

6. Introduce 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.

7. Point to each food group and have students name the group out loud.

8. Tell students that you are going to read the story to them again. This time we will see how the caterpillar does with eating foods from all five food groups.

Sample completed Sorting Chart

Grains	
Fruits	apple, pear, plum, strawberry, orange, watermelon
Vegetables	
Dairy	Swiss cheese, ice-cream
Protein	salami, sausage
Oils (not a food group)	

Extras (moderation foods - not a food group) cake, pickle, lollipop, cherry pie, cupcake, cone (from the ice-cream cone)



9. Read the book again. Pause after each page to discuss what the caterpillar eats and what group the foods belong in. Record on sorting chart.

10. Look at the chart. Did the caterpillar eat foods from all food groups?

- Ideal responses: No, the caterpillar did not eat any grains or vegetables; Most of the foods the caterpillar ate were fruits; The caterpillar ate too many foods with added sugar, salt, and solid fats.

11. As a class, rewrite the story so that on every page the caterpillar eats foods from a different food group.

- Work with students to develop ideas.
- Record each new page of text onto large white construction paper turned horizontally.
- Write the new text across the bottom of the page.
- Leave room in the center of the page for students to illustrate.
- Use the MyPlate poster and Food Cards to help students identify foods.

12. Divide students into groups. Make one group of students for every new page of your book (including cover). Give each group a page to illustrate.

13. Students work together to illustrate their group's assigned page.

14. Assemble the book, and read the new version to the class.

The Very Hungry Caterpillar rewrite example:

Cover

The Very Hungry Zebra

Retold by:
Mrs. Cooper's 1st
Grade Class

Page 1

In the light of the
moon a black and
white striped zebra
was fast asleep.

Page 3

On Monday he ate
one piece of grilled
salmon. But he was
still hungry.

Page 4

On Tuesday he ate two
whole grain waffles,
but he was still hungry.



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

8
ACTIVITY

A Very Hungry Caterpillar

continued

Page 2

One Sunday morning
the warm sun came up
and the zebra was as
hungry as could be.

Page 5

On Wednesday he
drank three glasses of
low-fat chocolate milk,
but he was still hungry.



The Very Hungry Caterpillar rewrite example:

Page 6

On Thursday he ate four peaches, but he was still hungry.

Page 7

On Friday he ate five pieces of corn on the cob, but he was still hungry.



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

A Very Hungry Caterpillar

ACTIVITY **8**

continued

Page 8

On Saturday he ate one handful of nuts, one mozzarella cheese stick, one tortilla, one slice of pineapple, and one bowl of spinach. That night he felt full.

Page 9

The next day was Sunday again. The zebra got moving, he played hide-and-seek with his friends and ran full-speed through the field.

Page 10

After such an active day, the zebra was hungry again.

Page 11

In the light of the moon a black and white striped zebra dreamed about all of the healthy foods he would eat tomorrow.



Closing the Activity

15. Why are there different colored sections on MyPlate?

- Ideal response: The colored sections represent the five different food groups.

16. Why is it important to know which food groups the foods we eat belong to?

- Ideal responses: To be sure that we eat foods from all food groups every day.



Modifications

Make this activity more challenging by having students rewrite the story to also represent the recommended amount to eat of each food group. To help students understand more about daily recommended amounts for the food groups, refer to Activity 19 – “Healthy Food Counts” or Activity 23 – “Food Group Slogans” (provided at www.nestleusa.com/healthysteps and www.neahin.org/healthysteps).





EatHealthy

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

Around the Kitchen

GRADE LEVEL:
Primary

TIME:
10 minutes

GROUPING STRUCTURE:
Whole group

SUBJECTS:

**Health
Science**

**English Language Arts –
listening and speaking**



Objective

**Students will classify
foods into food groups.**



Materials/Preparation

➔ Classroom Materials

- Crayons and/or colored pencils
- Blank paper (one sheet/student)



➔ Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster
- Food Cards



Opening the Activity

1. 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).

2. Introduce 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 at every meal.



3. Introduce 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.

4. Point to each food group and have students name the group out loud.

5. Tell students that they're going to play a game to help them remember which foods belong in each of the food groups.



Leading the Activity

6. Explain the directions for Around the Kitchen (steps 7 - 9) needs.

7. Randomly select one student to be the head chef.

- Head chef – the person in command of the kitchen; first person in charge of the kitchen; leader or boss



8. Have the remaining students (sous-chefs) stand beside their desks.

- Sous-chef (soo-shef) – assistant chef; the second in command in a kitchen; the person who assists the head chef

9. The head chef travels around the kitchen, taking a turn standing beside each sous-chef. The head chef and the sous-chef that they are standing beside face-off in a food group challenge.

Face-off:

- The object of the game is to be the first person to call out the correct food group for the food pictured on the Food Card.
- Each person gets one chance to guess correctly. If the first person to call out the food group name is incorrect, then the second person automatically gets to guess.



- If both students in the pair give an incorrect guess, then give the correct answer and place that card on the bottom of the pile to be used again. The head chef keeps their title and continues to travel around the kitchen to the next sous-chef's desk.
- If the head chef is the first person to correctly name the food group, then they remain as the head chef and continue to travel around the kitchen to the next sous-chef's desk.
- If the sous-chef is the first person to correctly name the food group, then they become the head chef. The head chef takes their place as sous-chef. The new head chef walks to the next sous-chef desk.
- The winner of the face-off holds on to the Food Card.
- The game ends when all of the Food Cards have been used.

10. Have students return to their own seats and count their cards. The student with the most Food Cards is the Around the Kitchen winner.



Closing the Activity

- Using the colors orange, green, red, blue, and purple have students draw and color a rainbow on blank paper. For each color, write the name of the food group on one end of the arc and on other end, draw a picture of a food that belongs in that color food group.**
- Have students share pictures with the rest of the class.**



Modifications

For a fun variation of this game, use the Activity Cards provided at www.nestleusa.com/healthysteps. In addition to the Food Cards, show the two competing students an Activity Card and have them call out the intensity level of the activity (sedentary, moderate, or vigorous). Students are encouraged to be physically active for at least 60 minutes every day and moderate and vigorous activities count. To help students learn more about the importance and types of physical activity, refer to Activity 11 – “Guess My Rule” or Activity 12 – “Move It, Move It”.





22 ACTIVITY

EatHealthy

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

Broccoli, "You're Hired!"

GRADE LEVEL:
Primary

TIME:
45 minutes

GROUPING STRUCTURE:
Whole group

SUBJECTS:
Health
Science
English Language Arts
– listening and speaking
Social studies

Objective
Students will classify foods into groups and think about the health benefits for each food group.

Materials/Preparation

Classroom Materials

- Crayons, markers, and/or colored pencils
- Blank paper (one sheet/student)



Downloadable Materials

www.nestleusa.com/healthysteps

- Healthy Steps for Healthy Lives MyPlate poster or handout
- Food Cards



Before the Activity

- Post poster
- Collect real classified/help wanted advertisements to show to class as examples

Opening the Activity

1. 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).
- One very important symbol on the poster is the MyPlate icon.
- MyPlate illustrates the five food groups using something we see at mealtimes, a place setting.
- MyPlate shows us how to build a healthy plate by choosing foods from the five food groups.

2. Point to each food group and have students name the group out loud.

Discuss why it is important to eat foods from all food groups every day.

Discussion points:

- We need to eat foods from each of the food groups to have a balanced diet.
- Our bodies receive nutrients that are vital to our health from each of the food groups.

- A balanced diet is needed because these nutrients work together once they get inside of our bodies.
- The right balance enables each food to do its job.

3. Tell students that they're going to be learning more about the health benefits of the food groups.



Leading the Activity

4. Can students name any health benefits of eating healthy?

Discussion points:

- Has anyone ever heard that carrots are good for your eyes or that orange juice helps prevent colds?
- Do you think these statements are true?

5. Discuss the health benefits of common nutrients and the food groups in which the nutrients are found.

Common nutrients by Food Group:

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

6. The foods we eat have important jobs to do in our bodies.

Tell students that they're going to pretend to be foods who are applying for jobs with "companies" looking to hire foods with certain "abilities".

7. Ask students what classified/help wanted advertisements are and where they can be found. Provide examples of real classified/help wanted advertisements.

8. Give each student a food card. Students will pretend to be the food on the card they receive.

9. Read the *Healthy Town Post* classifieds to the class. Discuss one job description at a time. Ask students if they think the food they are pretending to be should apply for the job.

Health Benefits

- Carbohydrates give us energy.
- Calcium builds strong bones and teeth.
- Protein builds muscle.
- Fiber helps us feel full and helps the food we eat move through our bodies.
- Vitamins help us stay healthy in many ways.
 - Vitamin A helps keep our skin healthy.
 - Vitamin C helps our wounds heal.
 - Vitamin D helps our bones stay strong.
- Minerals help convert the food we eat into energy.
 - Iron is a mineral that helps carry oxygen in our blood.
 - Potassium is a mineral that is good for our hearts by helping to lower our blood pressure.

The Healthy Town Post

Volume 40 • Classifieds • Section A

Executive Chief of Staff Vitamins and Minerals Division

V&M Corporation seeks a full-time food or drink that is filled with vitamins and minerals. Can be fresh, frozen, or canned. Must be ready to go with any meal. Experience as a fruit or vegetable is required. Call 1-800-VEG-4YOU for more information.

Protein Production Assistant

Protein Plus is looking for a protein production assistant. Responsible for building muscle in human bodies. Must have experience in Dairy or Protein Food Group. 40 hours per week. Send resume to protein.com.

Iron Technician

Iron International needs full-time food to fill our iron technician vacancy. Job requires carrying oxygen in blood. Must have experience in the Protein Food Group. Apply within.

Calcium Recruiting Specialist

Calcium Recruiter sought. Dairy Good Company is looking for a full-time food or drink that is rich in calcium. Must want to help bones. Experience with the Fruit or Dairy Group is required. Individual will work under the direction of the human body. Apply at dairygoodfoods.com.

Fiber Stylist

Fabulous Fiber Salon is seeking a full-time fiber stylist. Must be comfortable helping other foods move through the human body. Grains and vegetables are strongly encouraged to apply. Great benefits. Apply within.

Carbohydrate Counselor

Carb Max is seeking a carbohydrate counselor to help turn other foods into energy. Must work well with others. Grains Group members are encouraged to apply. Need excellent references. Fax resume to 304-CARB.

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

22 ACTIVITY

Broccoli, "You're Hired!"

continued

10. Have students choose the job they think their food should be and write the name of the job on a blank piece of paper.
11. Have students draw and color a picture of their assigned food doing the job they chose. Add funny details such as uniforms, equipment, or actions (e.g., giving a presentation).



Closing the Activity

12. Students share pictures with the rest of the class.
13. Ask students to share one new thing that they have learned about a food or food group.



Modifications

For older students, make the activity more challenging by having students complete an application and partner interview process using Student Activity Sheet 5 (provided at www.nestleusa.com/healthysteps and www.neahin.org/healthysteps). Give each student a copy of the *Healthy Town Post* classifieds to read independently. Have students select a job and complete the application. Students can conduct mock interviews with a partner and decide if their foods should be hired for the jobs.





Picking the Best Food for the Job

The Healthy Town Post

Volume 40 • Classifieds • Section A

Executive Chief of Staff Vitamins and Minerals Division

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Calcium Recruiter sought. Dairy Good Company is looking for a full-time food or drink that is rich in calcium. Must want to help bones. Experience with the Fruit or Dairy Group is required. Individual will work under the direction of the human body. Apply at dairygoodfoods.com.

Carbohydrate Counselor

Carb Max is seeking a carbohydrate counselor to help turn other foods into energy. Must work well with others. Grains Group members are encouraged to apply. Need excellent references. Fax resume to 304-CARB.





Picking the Best Food for the Job

4

Fill out the job application.

Application for Employment

Name: _____

Food Name: _____

Photo I.D. (draw a picture of your food)

Experience
What food group are you in? (circle one)

Grains Dairy Fruits Vegetables Protein

Skills
Name one way you can help a person be healthy:

What is one reason that people like you?

5

Partner interview

Tell your partner why you are the best food for the job you applied for. Show your partner your job application.





EatHealthy

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

23

 ACTIVITY

Food Group Slogans

GRADE LEVEL:
Primary

TIME:
50 minutes

GROUPING STRUCTURE:
**Small group/
cooperative learning**

SUBJECTS:
**Health
Science
English Language Arts –
listening, speaking,
and writing
Social Studies**

Objective
Students will create posters that show the recommended daily amount for and the health benefits of each food group.

Materials/Preparation

Classroom Materials

- Chart paper (five pieces)
- Crayons/Markers
- Masking tape



Downloadable Materials

www.nestleusa.com/healthysteps

- Healthy Steps for Healthy Lives MyPlate poster or handout
- Food Cards



Before the Activity

- Post poster
- Set aside five Food Cards (one from each food group)

Opening the Activity

1. 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).
- One very important symbol on the poster is the MyPlate icon.

2. Introduce and explain the MyPlate icon.

- MyPlate illustrates the five food groups using a familiar mealtime visual, a place setting.
- MyPlate helps us remember how to build a healthy plate by choosing foods from the five food groups.
- MyPlate uses different colors to show portions of each food group on the plate and in the cup.
- MyPlate reminds us that we need to eat foods from all food groups every day.

3. Point to each food group and have students name the group out loud.

Do students notice that the portions on MyPlate are different sizes?

FRUITS & VEGGIES MORE MATTERS® is a registered trademark of Produce for Better Health Foundation.

3 EVERY DAY® is a registered trademark of Dairy Management, Inc.

4. Explain the reason for the different portion sizes.

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.

- A healthy meal starts with more vegetables and fruits and smaller portions of protein and grains.
- Make skim or 1% milk the beverage with your meal or add other 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.

5. Tell students that they're going to do an activity that will help them understand how much of each food group they should eat every day.



Leading the Activity

6. Ask students why it is important to know how much of each food group to eat every day.

- Ideal responses: To help us build a healthy plate; so we eat the right amount for us; So we don't eat too much food in one day; So we get the right balance of foods from each food group; So we know when we have what we need to be healthy.

7. Ask students to look at the poster to determine which food groups we should be eating the most of every day.

8. Explain how we know the right amount to eat of each food group every day.

- There are recommendations for a healthy amount to eat from each food group every day on the poster. The information comes from ChooseMyPlate.gov.
- Most of the time, we do not eat the total amount of food recommended for a food group in one meal. Most people eat a portion of the recommended amount each meal.

9. Explain the recommended daily amount for each group.

10. Discuss the health benefits of each food group.

11. Discuss the 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



Understanding recommended average daily intake amounts

- Amounts vary depending on characteristics such as age and how physically active a person is. For personalized amounts, go to ChooseMyPlate.gov.
- The recommendations in this activity are appropriate for a 5- to 9-year-old child.
- ChooseMyPlate.gov provides recommended average daily intake amounts in terms of total volume or weight for the day (e.g., instead of five servings of vegetables per day the recommendation is 2 1/2 cups).
- If a child is familiar with the amount that counts as a portion for each food group and the number of portions they should eat to make up the total recommended volume or weight, then they can estimate when they have eaten the right amount from each group every day.

Daily estimate of portions

- **Grains** = 6 portions (1 ounce size)
- **Vegetables** = 5 portions (1/2 cup size)
- **Fruits** = 3 portions (1/2 cup size)
- **Dairy** = 2 1/2 portions (1 cup size)
- **Protein** = 2 portions (2-3 ounce size)



12. Explain what a nutrition campaign slogan is.

- A campaign slogan is a way of advertising or telling a message.
- Various organizations create slogans to help us remember how to eat healthy.
- There are slogans that remind us of the recommended daily amounts to eat of each food group.

13. Provide examples of nutrition campaign slogans.

Have students seen any of these slogans about eating healthy (e.g., the symbol for 3 Every Day® of Dairy on milk containers in their homes or in the school cafeteria)?

14. Brainstorm characteristics of memorable slogans or advertisements. Jot a quick list on the board.

- Ideal responses: Use of rhyming words; Memorable phrases; Drawings or pictures to help illustrate the point; Use of play on words, catchy phrases, or words that begin with the same letter (alliteration).

15. Place students into five teams. Give each team a piece of chart paper and drawing supplies. Assign each team a food group by distributing the five set-aside food cards.



Examples of Prior Nutrition Campaign Slogans

National Dairy Council*
"3 Every Day® of Dairy"

Produce for Better Health Foundation*
"Fruits and Veggies
More Matters^{ed}"

Whole Grains Council*
"Whole Grains at Every Meal"

*Not affiliated with nor sponsors of Nestlé Healthy Steps for Healthy Lives

Health benefits of food groups

Grains

- We get fiber from foods in the Grains Group (particularly whole grains), which helps our heart stay healthy.

Vegetables

- We get vitamins from vegetables. Carrots are high in Vitamin A, which helps keep our eyes and skin healthy.

Fruits

- We get vitamins from fruits. Strawberries are high in Vitamin C, which helps heal cuts and wounds.

Dairy

- We get calcium from foods in the Dairy Group, which helps give us strong bones and teeth.

Protein

- We get protein from foods in the Protein Foods Group, which helps to build muscle.

16. Students work cooperatively in teams to develop slogans advertising the recommended daily amount to eat for their assigned food group. Teams create posters with the slogan and information about the food group.

17. Post campaign slogan posters and have teams present to the class.



Closing the Activity

18. Students share which slogan they are going to remember and why.

- Sample responses: I am going to remember 3 Every Day® of Dairy because I like to eat lots of cheese; I am going to remember the Grains Group team's slogan, Grab Six Grains Seven Days, because I need to eat more foods from this group every day.



Modifications

Adjust the suggested time for this activity by spreading it over a two-day period. Take about 20 - 30 minutes each day. Introduce the concepts on day one and create the slogans on day two. If you have additional time, extend the activity by studying the career of advertising; Activity 4 – "A Healthy Me, What I Want to Be" teaches students about careers that

involve knowing about being healthy.



EatHealthy

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

Food Group Stars

GRADE LEVEL:
Primary

TIME:
20 minutes

GROUPING STRUCTURE:
**Small group/
cooperative learning**

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

Objective

Students will identify the most nutritious foods in each food group.



Materials/Preparation

Classroom Materials

- Crayons/Markers
- Chart paper (five pieces)
- Masking tape
- Blank paper (one/student)



Downloadable Materials

www.nestleusa.com/healthysteps

- Healthy Steps for Healthy Lives MyPlate poster or handout
- Food Cards



Before the Activity

- Label each piece of chart paper with the name of one of the five food groups (Grains, Vegetables, Fruits, Dairy, and Protein)
- Post charts around the room and place a marker beside each chart
- Separate Food Cards by food group



Opening the Activity

1. 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).

2. Introduce 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 at every meal.



Choosing the Healthiest Foods in a Food Group

Discussion Points

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

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 Fruits 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. It is important to substitute the refined grains that you eat with whole grains.

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. Look for "whole wheat," "brown rice," "bulgur," "buckwheat," "oatmeal," "whole-grain cornmeal," "whole oats," "whole rye," or "wild rice."



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

26
ACTIVITY

Food Group Stars

continued



3. Show students the Dairy Group Food Cards. Have students name the foods as you show the cards. Hold up the two cards that show low-fat milk and low-fat chocolate milk. Tell students that both are healthy choices to build a healthy plate. Ask students if they think that one choice is healthier than the other and why?

- Ideal response: low-fat milk is a healthier choice because chocolate adds extra sugar to the milk.

4. Tell students that they're going to learn which foods in each group are the most healthy choices.



Leading the Activity

5. Divide students into five teams. Assign each team to one of the posted charts. Have students gather in front of that chart. Assign a team recorder. Students have 30 seconds to list all of the foods they can think of that belong in that food group.
6. At your signal, have students stop writing and rotate with their teams to the next chart. Teams continue to rotate, review the foods listed on the charts and add additional foods. After five rotations students should be back at their original charts.
7. Using the choosing the Healthiest Foods in a Food Group Discussion Points, explain what makes certain foods in a food group healthier than other foods in the same group.



8. With teams back to their original charts, have students look at all of the foods that have been added to the chart. Discuss which of the listed foods are the most healthy and why. Discuss which of the foods on the chart are less healthy and why. Provide teams with the Food Cards for their group. Have students select a Food Group Star for their assigned food group. Choose the Food Group Star from the foods listed on the chart and Food Cards.

Picking a Food Group Star:

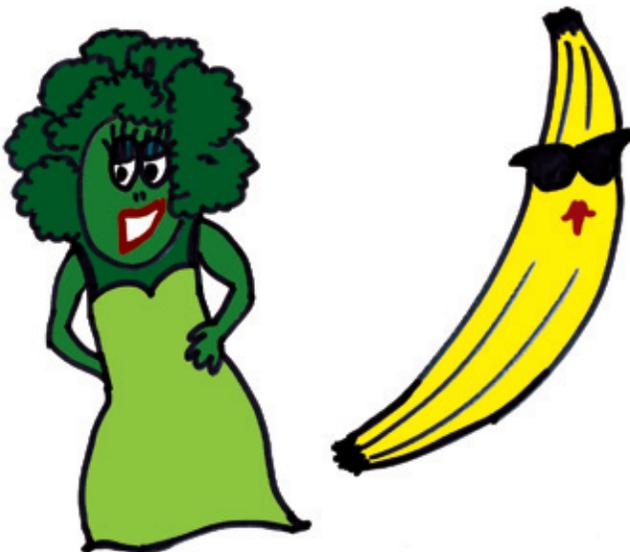
- Pick the food with the least amount of added sugar, solid fat, and salt.
 - Pick the most nutrient rich food on the chart.
 - If some of the foods listed on the chart are cooked, then pick the food with the healthiest cooking method (e.g. grilled is more healthy than fried).
 - A combination food (e.g., pizza) cannot be a Food Group Star.
 - A once in a while treat (e.g., cake) cannot be Food Group Stars.
 - Consider personal tastes of team members in your selection process.
 - Be ready to explain why you selected the food as the Food Group Star.
9. Teams share their Food Group Stars with the rest of the class.





Closing the Activity

10. Have students select personal MyPlate Food Stars (their ultimate favorite of all of the Food Group Stars) and complete this sentence starter on blank paper; “MyPlate Food Group Star is _____ because _____”.
11. Students draw pictures to go with their sentences. Add details to drawings to make the foods look like Hollywood movie stars (e.g., banana wearing sunglasses, broccoli in a ball gown, cucumber walking the rainbow carpet on the way into an awards show).
12. Students share sentences and pictures with the rest of the class.



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

26
ACTIVITY

Food Group Stars

continued



Modifications

For younger students, adjust this activity by completing food group charts as a whole class. Place the five charts in the front of the room and record all of the foods that students can think of for each group. Add to the lists by using the Food Cards. Once each chart is filled with foods, divide students into five teams to pick a Food Group Star.





EatHealthy

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

19

 ACTIVITY

Healthy Food Counts!

GRADE LEVEL:
Primary

TIME:
60 minutes

GROUPING STRUCTURE:
**Whole group/
independent**

SUBJECTS:
**Health
Science
English Language Arts –
listening, speaking, and
writing
Math**

Objective
Students will predict and identify the recommended daily amount for each food group.

Materials/Preparation

Classroom Materials

- Crayons
- Suggested items for “What Counts as a Portion” (see page 23) demonstration
- Blank paper (one sheet/student)
- Sticky notes (five)



Downloadable Materials

www.nestleusa.com/healthysteps

- Healthy Steps for Healthy Lives MyPlate poster or handout
- Food Cards



Before the Activity

- Post poster and cover the areas showing each recommended daily intake amount with a sticky note.
- Prepare items for “What Counts as a Portion” demonstration

Grains	Fruits	Vegetables	Dairy	Protein

Opening the Activity

1. 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).
- One very important symbol on the poster is the MyPlate icon.

2. Discuss the MyPlate icon on the poster.

MyPlate illustrates the five food groups using something we see at mealtimes, a place setting. MyPlate uses different colors to show portions of each food group on the plate and in the cup. Why are some portions on MyPlate larger than others?

- Ideal responses: We need to eat different amounts of food from each food group every day; A healthy meal starts with more vegetables and fruits and smaller portions of protein and grains; To show us that we should make half our plate fruits and vegetables.

- Tell students that they're going to do an activity that will help them understand how much of each food group they should eat every day.



EatHealthy

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

19 ACTIVITY

Healthy Food Counts!

continued



Leading the Activity

- Point to each food group and have students name the group out loud.
- Have students draw a recording chart with five columns on a blank piece of paper and label the columns with the names of the five food groups.
- Ask students why it is important to know how much of each food group to eat every day.
 - Ideal responses: So we don't eat too much food in one day; So we get the right balance of foods from each food group; So we know when we have what we need to be healthy.
- Explain how we know the right amount to eat of each food group every day.
 - There are recommendations for a healthy amount to eat from each food group every day on the MyPlate poster. These amounts are covered right now because in a moment, you are going to guess the recommended amounts.
 - Most of the time, we do not eat the total amount of food recommended for a food group in one meal. Most people eat a portion of the recommended amount in each meal.

Suggested items for "What Counts as a Portion" demonstration

- Grains** – a bowl of cereal and a measuring cup (to show 1 cup of dry cereal fills a regular size bowl)
- Vegetables** – 6 baby carrots and 1/2 cup measuring cup (to show that 6 baby carrots makes about 1/2 cup)
- Fruits** – 1 small apple
- Dairy** – 1 regular container yogurt
- Protein** – 1 small chicken breast half (or deck of cards to show the approximate size of 3 ounces of meat)

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

If demonstration materials are unavailable, then simply show examples of "what counts as a portion" using the Food Cards and Healthy Steps for Healthy Lives MyPlate poster.



Understanding recommended average daily intake amounts

- Amounts vary depending on characteristics such as age and how physically active a person is. For personalized amounts, go to ChooseMyPlate.gov.
- The recommendations in this activity are appropriate for a 5- to 9-year-old child.
- ChooseMyPlate.gov provides recommended average daily intake amounts in terms of total volume or weight for the day (e.g., instead of five servings of vegetables per day, the recommendation is 2 1/2 cups).
- If children are familiar with the amount that counts as a portion for each food group and the number of portions they should eat to make up the total recommended volume or weight, then they can estimate when they have eaten the right amount from each group every day.

8. **Ask students if they can name some foods in the Grains Group.** Show students the Grains Group Food Cards.
9. **Explain why it is important to eat foods from the Grains Group.**
10. **Explain/demonstrate what counts as one portion of the recommended amount of grains.**
11. **Ask students to predict the number of times they should eat a portion of grains in one day.** If one ounce, one piece of bread, or a bowl of cereal counts as one portion, then how many portions do you think you need of grains every day?
12. **Have students hold up their hands, using fingers to represent the number of portions they predict for the Grains Group.**



Food Group Talking Points (for activity steps 8 – 14/repeat for each group)					
	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.	2½ portions (1 cup) 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 seafood two times a week.





EatHealthy

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

19 ACTIVITY

Healthy Food Counts!

continued

Food Group Talking Points (for activity steps 8 – 14/repeat for each group) *continued*

	Grains	Vegetables	Fruits	Dairy	Protein
What counts as one portion?	<p>Examples:</p> <ul style="list-style-type: none"> • 1 slice of bread • ½ cup cooked pasta • 1 cup of ready-to-eat cereal • ½ cup of cooked oatmeal • 1 small tortilla 	<p>Examples:</p> <ul style="list-style-type: none"> • ½ cup of green beans • 6 baby carrots • 1 cup of lettuce • ½ small potato • ½ corn on the cob 	<p>Examples:</p> <ul style="list-style-type: none"> • ½ cup of applesauce • 1 small apple • 1 small banana • 16 grapes 	<p>Examples:</p> <ul style="list-style-type: none"> • 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) 	<p>Examples:</p> <ul style="list-style-type: none"> • 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.
Frequently Asked Questions	<p>What is the difference between whole and refined grains?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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.



13. Provide the correct answer. Remove the sticky note on the poster covering the recommended amount for the Grains Group.

- The recommended amount is 6 ounces. A portion for grains is 1 ounce and we need 6 ounces of grains every day, so if you are holding up six fingers – you are correct.
- Look and discuss: Did anyone predict correctly? Who had the closest prediction? How many predicted too low? How many predicted too high?



14. Have students draw, color, and write the name of a food and the recommended daily amount for the Grains Group on their recording chart.

- Point out the key message for the Grains Group: Make at least half your grains whole.

15. Repeat steps 8 –14 for each of the remaining food groups (Vegetables, Fruits, Dairy, and Protein) using the Food Group Talking Points chart and the poster.

16. Remind students why there are no recommended amounts for oils. Oils are not a food group; We need some oil every day for good health.



Closing the Activity

17. Ask students to think about the foods and drinks they had from the Dairy Group yesterday.

18. Take a poll: How many students had enough milk and how many did not? What are some ways to make sure you are getting enough calcium-rich foods every day?



Modifications

Adjust the suggested time for this activity by providing students with a premade recording sheet. Use Student Activity Sheet 4 (provided at www.nestleusa.com/healthysteps and www.neahin.org/healthysteps). You can also adjust the suggested time by spreading this activity over a five day period. Take about 10 – 15 minutes per day and cover one food group at a time. If you have additional time, divide students into small teams. Assign each team a food group. Provide each team with demonstration materials and have them plan a skit to explain what counts as a portion of the recommended daily amount for their assigned food group. Have teams share their demonstrations with the rest of the class. Be mindful of school policies regarding allowing students to handle food in the classroom.





Healthy Food Counts!

1

Record the correct number of portions for each food group.

Grains

I need to eat portions every day.
Draw a picture of a food from the Grains Group.

1 portion of Grains = 1 oz.
Eat 6 oz. every day;
At least half should be whole.

Vegetables

I need to eat portions every day.
Draw a picture of a food from the Vegetable Group.

1 portion of Vegetables = $\frac{1}{2}$ cup
Eat 2 $\frac{1}{2}$ cups every day;
Vary your veggies.

Fruits

I need to eat portions every day. Draw a picture of a food from the Fruit Group.

1 portion of Fruits = $\frac{1}{2}$ cup
Eat 1 $\frac{1}{2}$ cups every day; Make sure juice is 100% fruit juice with no sugar added.

Dairy

I need to eat portions every day.
Draw a picture of a food from the Dairy Group.

1 portion of Dairy = 1 cup
Get 2 $\frac{1}{2}$ cups every day; Choose low-fat milk, cheese, and yogurt.

Protein

I need to eat portions every day. Draw a picture of a food from the Protein Foods Group.

1 portion of Protein = approximately 2 – 3 oz.;
Eat 5 oz. every day; Choose lean meats and eat more fish.





Healthy Food Counts!

Healthy Food Counts

2 Circle...

the **Grains Group** foods with an **orange** crayon.
 ...the **Vegetable Group** foods with a **green** crayon.
 ...the **Fruit Group** foods with a **red** crayon.
 ...the **Dairy Group** foods with a **blue** crayon.
 ...and the **Protein Group** group foods with a **purple** crayon.



3

Count how many of each food group.

Record:

Grains _____ **Vegetables** _____ **Fruits** _____

Dairy _____ **Protein** _____

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



**EatHealthy**

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

Healthy Food Hunt

GRADE LEVEL:
PrimaryTIME:
30 minutesGROUPING STRUCTURE:
Whole groupSUBJECTS:
**Health
Science
English Language Arts**
– listening and speaking**Objective**

Students will name the food groups and identify foods in each group.

**Materials/Preparation****➔ Provided in the Healthy Steps for Healthy Lives Kit**

- MyPlate poster
- Food Cards

**➔ Before the Activity**

- Post poster
- Set aside the following Food Cards: Carrot, Strawberry, Swiss cheese, Cheddar cheese, Kidney beans, Popcorn
- Write additional Healthy Food Hunt clue sets as needed (five sets are provided)

How to write Healthy Food Hunt clue sets:

- Pick a food.
- Create one or two clues that describe the food (e.g., appearance, color, shape, taste, smell, feel, sound it makes when you eat it).
- Create one or two clues stating something interesting and well known about the food (e.g., an animal known to eat the food or a holiday for which the food is popular).
- Create a clue about how the food can be prepared or a dish it is commonly used in.
- Create a clue by describing a healthy snack that can be created with the food.
- Place the clues in order so that the less obvious clues are given first.

**Opening the Activity****1. 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).
- One very important symbol on the poster is the MyPlate icon.

2. Introduce 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 uses different colors to show portions of each food group on the plate and in the cup.
- MyPlate reminds us that we need to eat foods from all food groups every day at every meal.



3. Point to each food group and have students name the group out loud.
4. Tell students that you are going to name some foods to see if they can guess the food group that they belong in. When they think they know the food group, they can call out the name.
5. Start by naming several vegetables. Continue until students call out “Vegetables”. Repeat the process for each food group.
6. Tell students that they’re going to play a game to help them remember which foods belong in each of the food groups.



Leading the Activity

7. Pick a Clue Set. Give one clue at a time and give one or two students a chance to guess the food. If a correct guess is not given, read the next clue in the set. Continue giving clues and taking guesses until a student guesses correctly.

Clue Set 1:

- “My healthy eyes spot a food that tastes great in soups and stews.” (GUESS FROM STUDENT #1)
- “Horses and rabbits like this food.” (GUESS FROM STUDENT #2)
- “The food I spot crunches when you eat it.” (GUESS FROM STUDENT #3)
- “This food I spot makes a great snack with ranch dressing for dipping.” (GUESS FROM STUDENT #4)
- “The food I spot is orange.” (CORRECT GUESS FROM STUDENT #5 – IT IS A CARROT)

Clue Set 2:

- “My healthy eyes spot a food that helps our bodies fight disease.” (GUESS FROM STUDENT #1)
- “The food I spot is a food that we use in salads and smoothies.” (GUESS FROM STUDENT #2)
- “The food I spot makes a great snack with yogurt for dipping.” (GUESS FROM STUDENT #3)
- “The food I spot is red.” (GUESS FROM STUDENT #4)
- “The food I spot has lots of seeds on the outside.” (CORRECT GUESS FROM STUDENT #5 – IT IS A STRAWBERRY)

Clue Set 3:

- My healthy eyes spot a food that helps make our bones strong.” (GUESS FROM STUDENT #1)
- “The food I spot is a food that is used on sandwiches and pizza.” (GUESS FROM STUDENT #2)
- “The food I spot comes in many shapes and sizes. It is cubed, sliced, shredded, stick-shaped, and it even has holes in it sometimes.” (GUESS FROM STUDENT #3)

- “The food I spot is made from milk.” (GUESS FROM STUDENT #4)
- “Mice are known to like this food.” (CORRECT GUESS FROM STUDENT #5 – IT IS CHEESE)

Clue Set 4:

- “My healthy eyes spot a food that is rich in potassium. Potassium is good for our hearts.” (GUESS FROM STUDENT #1)
- “The food I spot is fat-free.” (GUESS FROM STUDENT #2)
- “The food I spot is dark red.” (GUESS FROM STUDENT #3)
- “The food I spot is used in chili.” (GUESS FROM STUDENT #4)
- “The food I spot is smaller than a peanut and bigger than a pea.” (CORRECT GUESS FROM STUDENT #5 – IT IS KIDNEY BEANS)

Clue Set 5:

- “My healthy eyes spot a food that can make a healthy snack.” (GUESS FROM STUDENT #1)
- “Some people think that this food looks like miniature white clouds.” (GUESS FROM STUDENT #2)
- “The food I spot crunches when you eat it.” (GUESS FROM STUDENT #3)
- “The food I spot makes a popping sound when you cook it.” (GUESS FROM STUDENT #4)
- “Sometimes we enjoy this food when we are watching a movie or baseball game.” (CORRECT GUESS FROM STUDENT #5 – IT IS POPCORN).



8. Once the correct guess is given, point out the food and group on the poster and show students the Food Card.

9. Repeat the game until at least one food from each group has been identified. A clue set for each food group is provided.



Closing the Activity

10. Review all of the foods on the poster. Point to each food and have students call out the name together.

11. Review the steps to build a healthy plate by choosing foods from the five food groups.

12. Discuss why it is important to know the food groups.

- Ideal responses: So we can be sure to eat foods from all food groups every day; So that when we are hungry we can pick a food from a food group that we have not eaten enough of that day; So that we remember to build a healthy plate by choosing foods from the five food groups.

Modifications

Adjust the suggested time for this activity by spreading it over a five-day period. Take five minutes per day and give clues for one or two foods per day. This is a great way to provide ongoing practice for identifying foods and food groups. For older students, provide practice with adjectives by having them write Healthy Food Hunt clues. For younger students, adapt this activity by having them search for healthy foods that you have hidden in the classroom. Use the food cards provided with the Healthy Steps for Healthy Lives Kit. Hide the food cards around the room. Have students find one card and bring it back to their seats. Ask each student to share the food on their card and discuss the food group that the food belongs in.

Healthy steps to a build a healthy plate:

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



EatHealthy

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

31 ACTIVITY

Healthy Foods Café

GRADE LEVEL:
Primary

TIME:
30 minutes

GROUPING STRUCTURE:
Whole group and independent

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

Objective
Students will create a restaurant menu with nutritious meal choices based on the five food groups.

Materials/Preparation

Classroom Materials

- Markers
- Crayons and/or colored pencils
- Large white construction paper (one sheet/student)
- Several copies of real restaurant menus (from restaurants and/or restaurant websites)
- Chart paper (one piece)



Downloadable Materials

www.nestleusa.com/healthysteps

- Healthy Steps for Healthy Lives MyPlate poster or handout
- Food Cards
- Post chart paper



Opening the Activity

1. **Divide students into small groups.** Provide students with copies of several restaurant menus.
2. **Look over the menus.** What do students think is the most healthy choice on the menu and why. It is challenging to know the healthiest food to eat, especially when eating at a restaurant where you have less control over how foods are prepared.
3. **Tell students that they're going to practice picking healthy foods by creating their own restaurant menus.** First, they need to learn more about MyPlate and making healthy food choices.

Leading the Activity

4. **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).

5. **Explain the pictures, symbols, and messages on the poster** using the Taking a Closer Look: Healthy Steps for Healthy Lives MyPlate Poster Discussion Points.



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 ingredients 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
- 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.

- A healthy meal starts with more vegetables and fruits and smaller portions of protein and grains
- Make skim or 1% milk the beverage with your meal or add other 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

continued next page

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

Discussion Points (continued)

- 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 (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

6. Using the food group talking points, introduce each food group. Show students the Food Cards for each food group as you introduce foods.

7. Ask students to name some foods that they do not see on the poster (e.g., cake, cookies, potato chips, French fries, cream cheese). The foods may be made from a minor amount of the foods on the poster (e.g., there is milk in cream cheese, but cream cheese does not belong in the Dairy Group).



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

31
ACTIVITY

Healthy Foods Café

continued

8. Discuss why certain foods are not part of the food groups.

- The foods have a lot of added ingredients (i.e., sugars, fats, and salts) and too few nutrients to be considered part of a food group.
- There are not enough nutrients in the food (e.g., cream cheese may be made with milk, but there is not enough calcium in a typical portion for it to be considered a part of the Dairy Group).
- These are considered extra foods, they can still be a part of a healthy diet when you choose to eat them in moderation (e.g., once in a while, on special occasions, as a treat).

9. Explain the word moderation.

- **Moderation** – Being within reasonable limits; not excessive or extreme.

10. There are some foods that are healthier than others in the same food group.

We should eat foods with added sugar, salt, and solid fats in moderation. The poster also reminds us to read 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 (i.e., cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs) are occasional choices, not everyday foods.



11. Why is it important to eat foods with added sugars and solid fats in moderation?

- Ideal responses: Foods with added sugars and fats are less healthy; Hunger is a signal that our brain gives our body; We need healthy foods in order to grow and develop; If we fill up on sugars and fats and are no longer hungry then our brains will tell our bodies that we are full before we eat the foods we really need; These foods have empty calories that we do not need; Too much sodium may increase your blood pressure.

12. Tell students that they're going to work in small teams to create the *Our Healthy Café* menu where the entrées and drinks served by the restaurant are based on healthy foods from the five food groups.

13. Explain the word entrée. Entrée is another word used to describe a dish served at a restaurant. It can also mean main course.

14. Brainstorm tips for creating the *Our Healthy Café* restaurant entrées and chart. Draw on the information the students have learned about the food groups.

Sample responses: Tips for creating *Our Healthy Café* Restaurant Entrees

- Create simple meals based on the foods in the Food Groups.
- Offer fresh cut-up fruits and vegetables with low-fat dips (e.g., yogurt, cottage cheese, hummus, or mashed avocado).
- Choose healthy ways for the foods to be cooked (e.g., grilled fish, chilled mozzarella cheese sticks instead of fried cheese sticks).
- Steaming, roasting, and broiling are also healthy options for cooking foods.
- Limit added sugars and fats.
- Use as many whole grains as possible.
- Create dishes where half of the foods are fruits and vegetables.
- Add grated vegetables (e.g., carrots,



zucchini, and mushrooms) into sauces, meatloaf, or meat balls.

15. Divide students into five teams. Give each team a blank piece of construction paper and ten food cards. Assign each team a section of the restaurant menu:

- Breakfast
- Lunch
- Dinner
- Dessert
- Drinks

16. Teams create five dishes or drinks for their menu page.

- Describe each entrée and provide an illustration on blank paper (turned lengthwise).
- Each entrée must contain foods from at least three different food groups.
- All ten Food Card foods must be used at least once on your menu page.
- Foods not in a food group must be used in moderation or not at all.
- Each entrée description must list all foods in the dish, even if used in minor amounts.
- List a mock price beside each entrée.

17. Once menu pages are completed, assign teams a second task toward completing the menu.

- Team 1: Develop a restaurant logo.
- Team 2: Develop a restaurant slogan.
- Team 3: Develop a restaurant promise (e.g., we promise that you will find half of your plate full of fruits and vegetables with all of our delicious entrées.)
- Team 4: Develop the menu cover.
- Team 5: Develop a restaurant welcome message/greeting for the inside cover.



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

31
ACTIVITY

Healthy Foods Café

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 1/2 portions (estimated) (2 1/2 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.



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.

Closing the Activity

- 18. Copy the menu pages and assemble (staple) a complete menu for each student. Share completed *Our Healthy Café* menu with the class.**
- 19. Have students look at the menu and choose the entrée and beverage that they would like to order if they were eating at *Our Healthy Café* and share with the rest of the class.** As students share, ask why they choose the entrée.

Modifications

To extend this activity for older students, integrate technology. Have students work on computers with publishing software and/or graphic design programs (or student versions of similar programs) to design and create their *Our Healthy Café* menu. Extend the lesson by discussing careers involved with a restaurant (e.g., owners, managers, servers, chefs, food suppliers, food deliverers). Create a two-column chart on the board. Brainstorm a list of every job students can think of and record in column one. In column two, next to each job, list what people doing the job need to know about eating healthy and why.



27 ACTIVITY



EatHealthy

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

Healthy Heroes

GRADE LEVEL:
Primary

TIME:
30 minutes

GROUPING STRUCTURE:
Whole group

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

Objective
Students will recognize healthy foods and identify the food groups they belong to.

Materials/Preparation

- ➔ **Classroom Materials**
 - Overhead projector and pen
- ➔ **Downloadable Materials**
 - www.nestleusa.com/healthysteps
 - Healthy Steps for Healthy Lives MyPlate poster or handout
 - Food Cards



- ➔ **Before the Activity**
 - Copy Student Activity Sheet 9
 - (one copy/student)
 - Print Student Activity Sheet 9 as an overhead transparency



Opening the Activity

1. **Write the words “healthy hero” on the board and tell students that for today’s activity they are going to be creating healthy heroes. Ask students what they think you mean and discuss.**
 - Sample responses: A healthy hero is someone who helps us to be healthy; A healthy hero is a very healthy person.
 - Those answers are correct, but for today’s mystery activity, the word hero is a synonym and we are using one of the other meanings of the word.
 - Prompt: Has anyone ever eaten something called a hero?
 - Ideal response: A hero also means a sandwich or a sub.
 - Today we will be learning about healthy ingredients that we can use to create our own creative healthy heroes.



Leading the Activity

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).

3. Introduce 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 at every meal.

4. Introduce 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. Point to each food group and have students name the group out loud.

6. Tell students that they're going to create hero sandwiches using foods from the five food groups. Explain process to students.

- Students will be given a Food Card.
- Students must use the food on the card that they are given as an ingredient in their hero sandwiches.
- Students must use at least one ingredient/food from four of the five food groups.



- Ingredients can be fresh, canned, or cooked – but they should attempt to use ingredients with limited amounts of added sugars and solid fats so that their hero sandwiches are as nutrient rich as possible.
- When listing ingredients, note any way in which the food is cooked or prepared (e.g., grilled chicken breast or roasted turkey breast). Roasting, grilling, and broiling are healthier cooking options than frying.
- Students will draw pictures of their hero sandwiches.
- The final step will be to name your hero sandwich.

NAME: _____ DATE: _____

Student Activity Sheet 9

My Healthy Hero Sandwich

1 Record the food that was on the card that you were given by your teacher: BANANAS

2 List the ingredients from each food group

• You must use the food on the card that you were given as an ingredient in your hero sandwich.

• You must have at least one ingredient from four of the five food groups.

Tell what is on your hero sandwich.

Grain	TOASTED WHOLE GRAIN BREAD
Fruits	BANANAS
Vegetables	BEAN SPROUTS
Dairy	
Protein	PEANUT BUTTER

Oil: _____
Other: _____

Suggested healthy beverage: GLASS OF COLD MILK

3 Draw a picture of your hero sandwich.

4 Write the name of your hero sandwich.

THE NUTTY MONKEY

Student Activity Sheet 9 page 1

NEA Health Information Network
Healthy Steps
Healthy Lives
part of
Nestlé Healthy Kids
Global Programme

7. Discuss: What's in a name?

- Have any students ever been to a restaurant where dishes and sandwiches are named after famous people or locations, historical figures, or other funny things?



- It is fun to read names on the menus. In fact, another name for hero sandwiches is subs, which is short for submarines because of the way the sandwich looks when put together.
- Another example is Texas toast. Do students know what Texas toast is? It is a really large piece of bread. It is called Texas toast because Texas is one of the largest states in our country and it is known for its size.

8. Model the process for the students by completing an overhead transparency of Student Activity Sheet 9.

Teacher Think-Aloud

"My food card is bananas, that means I have to use bananas on my hero sandwich."

- Record bananas for step 1 on Student Activity Sheet 9 overhead transparency.

"Bananas are in the Fruit Group, which means I need to choose ingredients from three other groups."

- Record bananas for the Fruit Group for step 2 on Student Activity Sheet 9 overhead transparency.

"My goal is to have at least one food from every food group on my hero sandwich. From the Grains Group, I can use bread. I know that whole grain bread is more nutrient rich. I like my bread toasted so my Grains Group ingredient will be toasted whole grain bread"

- Record toasted **whole grain bread** for the Grains Group for step 2 on Student Activity Sheet 9 overhead transparency.

"Now I need a vegetable, I think a wonderful fresh and crunchy taste on my hero sandwich would be bean sprouts."

- Record **bean sprouts** for the Vegetable Group for step 2 on Student Activity Sheet 9 overhead transparency.

"I think my hero sandwich needs something smooth and creamy. I know, for the Protein Group, I will add peanut butter to my sandwich, but not too much because some peanut butter does have added sugars and oil. We do need some healthy oil every day – so peanut butter is a healthy choice when used in moderation. "

- Record **peanut butter** for the Protein Group for step 2 on Student Activity Sheet 9 overhead transparency.



"Ok, now I want to suggest a drink to go with my Hero Sandwich. My hero sandwich does not have any foods from the Dairy Group, so I am going to suggest a glass of low-fat cold milk on the side."

- Record glass of **cold milk** for the suggested healthy beverage for step 2 on Student Activity Sheet 9 overhead transparency.

"Now my healthy hero sandwich needs a great name. Well, bananas make me think of a monkey and peanut butter makes me think of nuts. I think a funny name for my sandwich would be The Nutty Monkey."

- Record The Nutty Monkey as the hero sandwich name for step 4 on Student Activity Sheet 9 overhead transparency.

9. Student Activity Sheet 9: Students create their own Healthy Hero Sandwiches.

10. Students introduce their Healthy Hero creations to the rest of the class.

Closing the Activity

11. After listening to each other's Healthy Hero creations, have each student share which classmate's sandwich that they would like to try and the healthy reason why.

Modifications

To integrate Writing instruction, add the step of teaching students how to compose an explanatory essay. Assemble essays into a class cookbook. Consider hosting a classroom cooking show. Invite guests and have students prepare their hero sandwiches in front of other classes and/or other parents. If allowed by school policy, follow-up the demonstration with a tasting.



My Healthy Hero Sandwich

1

Record the food that was on the card that you were given by your teacher: _____

2

List the ingredients from each food group

- You must use the food on the card that you were given as an ingredient in your hero sandwich.
- You must have at least one ingredient from four of the five food groups.

Tell what is on your hero sandwich.

Grain	
Fruits	
Vegetables	
Dairy	
Protein	

3

Draw a picture of your hero sandwich.

Oils:

Other:

Suggested healthy beverage:

4

Write the name of your hero sandwich.





EatHealthy

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

24

 ACTIVITY

Healthy Hydration

GRADE LEVEL:
Primary

TIME:
45 minutes

GROUPING STRUCTURE:
**Whole and small group
– learning centers**

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

Objective
Students will understand hydration and identify healthy beverage choices.

Materials/Preparation

Classroom Materials

- Markers/crayons
- Masking tape or labels
- Construction paper
- Items for “Estimation Stations”
- Access to water (classroom sink or water fountain)



Before the Activity

- Copy Student Activity Sheet 8 (one copy/student)
- Set up “Estimation Stations”

Opening the Activity

1. Write the words “water”, “food”, and “oxygen” on the board. Read the three words and ask students which of the three is the most important for the human body. Survey the class by show of hands and discuss.

- All three are very important for the human body and we need them all to survive.
- The most important element is oxygen. We can only survive for a few minutes without oxygen.
- The second most important element is water. We can only survive for a few days without water. It is important to replace the water that we lose every day through normal activity, this is called hydration. When our water level drops too low, this is called dehydration.

How to set-up “Estimation Stations”

- Gather: 30 eight-ounce clear plastic cups; one large bowl; bag of sugar, several teaspoons; 10 pitchers or containers to fill with water; globe; paper towels.
- Select four areas with large flat working surfaces for “Estimation Stations”.
- Make “Estimation Station” signs and tape them above each designated station area.
- Using permanent marker or tape/labels, label cups for Station 3.

Station 1 <ul style="list-style-type: none"> • Globe • Six clear cups • Three pitchers filled with water 	Station 2 <ul style="list-style-type: none"> • Six clear cups • Three pitchers filled with water 	Station 3 <ul style="list-style-type: none"> • Six clear cups labeled with beverage names: water; low-fat milk, sports-drink; 100% fruit juice, fruit-flavored drink; soda • Large bowl filled with granulated sugar 	Station 4 <ul style="list-style-type: none"> • Several teaspoon-size measuring spoons • 10 clear cups • Four pitchers filled with water
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- The third most important element is food. We can only survive for a few weeks without food.

2. Tell students that they're going to learn more about why water is important and how to make sure that they are getting enough water every day.



How to make "Estimation Station" Signs: Copy the text for each sign onto a sheet of construction paper.

Estimation Station 1
Where in the World is the Water?
 Question: What (amount) percentage of Earth is water?
 Directions:
 • The clear cup represents all of the space on Earth. (100%).
 • Fill the cup to the level that you feel equals the amount of water that makes up Earth.
 • Record and color your guess on Student Activity Sheet B.
 • Pour the water back into the pitchers.

Estimation Station 2
Water You Doing?
 Question: What amount (percentage) of your body is water?
 Directions:
 • The clear cup represents all of the space in the human body (100%).
 • Fill the cup to the level that you feel equals the amount of water that is inside of the human body.
 • Record and color your guess on Student Activity Sheet B.
 • Pour the water back into the pitchers.

Estimation Station 3
You Are What You Drink!
 Question: What amount (in teaspoons) of sugar is there in common beverages?
 Directions:
 • Fill each labeled cup with as many teaspoons of sugar as you think are in the beverage on the label.
 • Keep track of the number of teaspoons you put in.
 • Record your guess on Student Activity Sheet B.
 • Pour the sugar back into the large bowl.

Estimation Station 4
Hydration Station!
 Question: What amount of water should you drink every day?
 Directions:
 • Pretend that each cup represents a full eight-ounce glass of water.
 • Line up the number of glasses you think you need every day to stay hydrated.
 • Record and color your guess on Student Activity Sheet B.

Leading the Activity

- 3. Give each student a copy of Student Activity Sheet 8:** Students record results as they visit the Estimation Stations.
- 4. Explain what students will be doing at each "Estimation Station".**
- **Estimation Station 1 – Where in the World is the Water?**
 Students fill a clear cup with water to estimate the amount of Earth that is made of water.

- **Estimation Station 2 – Water You Doing?**
 Students fill a clear cup with water to estimate the amount of the human body that is made of water.
- **Estimation Station 3 – You Are What You Drink!**
 Students fill clear cups with granulated sugar to estimate the amount of sugar in common beverages.
- **Estimation Station 4 – Hydration Station!**
 Students fill clear cups with water to estimate the amount of water/fluid they should have every day to stay hydrated.

5. Divide students into four teams and assign each team to a station.
6. Rotate teams through all four stations (with approximately five minutes per station).
7. With students back at their desks, discuss Estimation Stations results.



Estimation Station 1 – Where in the World is the Water?

- About 70% of the Earth is water
 - 97% of the water on earth is in the oceans
 - 3% of the water on earth is freshwater
 - About 2.4% of the water on earth is permanently frozen in glaciers and at the polar ice caps
 - About 1/2 of 1% of the water on earth is groundwater
 - Only about 1/100 of 1% of the water on earth is in the rivers and lakes
 - It takes 39,090 gallons of water to make a new car, including the tires
 - Over 17,000,000 houses use private wells for their drinking water supply
(Source: U.S. Environmental Protection Agency)
- Using a clear cup and water from a pitcher, show students how much of the cup is 70%.
- Ask how many students estimated correctly.

Estimation Station 2 – Water You Doing?

- Water is a clear, colorless, odorless, and tasteless liquid. It is essential for plant and animal life.
- 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.
- The amount of water in a human body depends on a person’s age.
 - Babies are about 75% water.
 - An older person is about 50% water.
 - The average adult is about 60% water.

- If you predicted somewhere between 60 and 70%, for yourself you were correct.
- Using a clear cup and water from a pitcher, show students how much of the cup is 60 - 70%.
- Ask how many students estimated correctly.

Estimation Station 3 – You Are What Your Drink!

- Drinking water, water in beverages, and water contained in food all contribute to total water intake, but some are better choices than others.
- Milk, sports-drinks, juice, and even soup broth count toward the amount of water we need every day. Some of these drinks have other healthy benefits as well.
 - Milk is needed for the Dairy Group three times a day. Choose fat-free or low-fat (1%) milk.
 - 100% fruit or vegetable juice also counts toward the total amount of Fruits and Vegetables we need every day. Choose whole or cut-up fruits more often than fruit juice.
- Choose water over sugary drinks.

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



- Remember, drinks with added sugar contain lots of calories, but just plain water has none.
- Using a teaspoon measure, fill each labeled cup with the correct amount of sugar.
- Ask how many students estimated correctly.

Estimation Station 4 – Hydration Station!

- The amount of water we need to drink every day depends on age, amount of physical activity, outside temperature, and health.
 - The recommendation for a 4- to 8-year-old is five servings of water every day.
 - One serving of water is an 8-ounce glass.
 - Most adults need six – eight servings of water every day.
- 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 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.
- When you feel thirsty that is one of your body’s signals that you need more water.
- 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
- Using clear cups and water from a pitcher, show students how many cups of water they need every day.
- Ask how many students estimated correctly.



Closing the Activity

8. Ask students to think about the number of servings they had of water yesterday.
9. Take a poll: How many students had enough water and how many did not? What are some ways to make sure you are getting enough water every day?

Modifications

Adjust the suggested time for this activity by spreading it over a five-day period. Take about 10 minutes each day. Introduce the “Estimation Stations” on day one and have students complete one station per day. Share results on the final day. For younger students, adapt this activity by modeling the “Estimation Station” activities as teacher demonstrations. Students can watch you and estimations can be made as a whole-group.

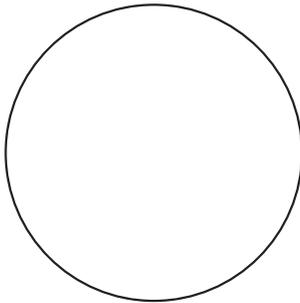


Healthy Hydration

Estimation Station 1

What percentage of Earth is made up of water?

%



Color the circle blue to show the amount of the Earth that you think is made of water.

Estimation Station 2

What percentage of your body is made up of water?

%

Color the body blue to show the amount that you think is made of water.



Estimation Station 3

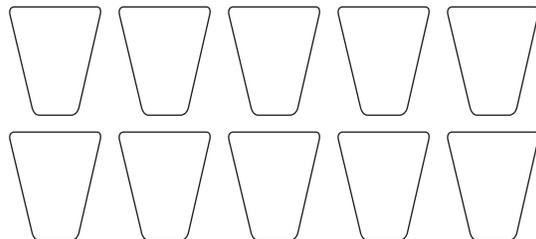
How much sugar do you think is in these drinks?

Water	%
Spots Drink	%
Low-fat Milk	%
100% Fruit Juice	%
Soda	%
Fruit-flavored drink	%

Estimation Station 4

How many eight-ounce glasses of water should you drink every day?

Color the number of glasses blue.





25 ACTIVITY

EatHealthy

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

My Hydration Communication

GRADE LEVEL:
Primary

TIME:
20 minutes

GROUPING STRUCTURE:
Whole group

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

Objective
Students will classify foods into food groups.

Materials/Preparation

- ➔ **Classroom Materials**
 - Chart paper (one piece)
 - Markers
 - Crayons/colored pencils
 - Blank paper (one piece/student)
- ➔ **Downloadable Materials**

www.nestleusa.com/healthysteps

 - Healthy Steps for Healthy Lives MyPlate poster or handout
 - Food Cards



- ➔ **Before the Activity**
 - Post chart paper

Opening the Activity

1. **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).
 - One very important symbol on the poster is the MyPlate icon.
 - An icon is a symbol or picture that communicates an important message.
 - MyPlate illustrates the five food groups using something we see at mealtimes, a place setting.
 - MyPlate shows us how to 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.

2. **Ask students if they see anything else on the poster that we need to drink every day.** The item you are thinking of is something very healthy that we need to survive.

- Answer: Water.
- We need water to survive.

3. **Tell students that they're going to create an icon to communicate why it is important to drink water every day and why.**



Leading the Activity

4. **Show students the Food Cards, and ask them to name the food and group for each card. Ask students to name some foods that they did not see on the cards (e.g., cake, cookies, potato chips, French fries, cream cheese).**

5. **Discuss why certain foods are not part of the food groups.**

- Many of the foods and beverages we eat and drink contain empty calories – calories from solid fats and/or added sugars.
- A calorie is a measurement used to tell us how much energy our bodies will get from eating a certain food.
- The healthiest foods we can eat provide many nutrients and give us all of the calories that we need for energy - foods from the five food groups do the trick.
- 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.

6. **Explain the word moderation.** It is important to eat and drink foods and beverages with added sugar (i.e., empty calories) in moderation.



- **Moderation** – Being within reasonable limits; not excessive or extreme.

7. **Explain that many empty calories can be found in the drinks we choose.** This is why we should choose water over sugary drinks. There are many other important reasons and things to know about 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.
- Every day our body loses water through normal activity. It is important to replace the water that we lose, this is called hydration. When our water level drops too low, this is called dehydration.

8. **Explain how many servings of water we need every day.**

Discussion Points: How much water do we need to drink every day?

- Depends on age, amount of physical activity, outside temperature, and health.
- The recommendation for children ages four – eight is five servings of water every day.
- One serving of water is an eight ounce glass.
- Most adults need six – eight servings of water every day.
- When you feel thirsty that is one of your body's signals that you need more water.



- Try to drink your recommended amount of water throughout the day, even if you are not very thirsty.
- If you are sweating a lot because you are exercising or in hot weather, you should drink more water to replace the water you are losing in the form of sweat.

9. Water is not the only thing we drink. Brainstorm other beverages that students drink every day and chart.

10. Look at the chart. Do students think any of these other beverages count toward the five servings of water they should have every day? Place a checkmark beside the beverages students think count.

- Answer: They all count.
- Drinking water, water in beverages, and even water contained in food all contribute to total water intake. Some choices are better than others because of empty calories.

11. Tell students that the icons they create are going to show which beverage choices are the healthiest. Ask students how you can tell which food groups to eat more of by looking at MyPlate.

- Ideal Responses: Vegetables and fruits take up half of the plate, so that is what we need to eat the most of; The portions on the plate are different sizes.
- Tell students to keep this in mind when creating their water icons: what can they do on their icon to show which beverage choices are the healthiest and should be consumed the most?

12. Give each student a blank piece of paper to create their water icon.

Students draw, color, label, and name their icons.

13. Post the water icons and allow students time to walk around the room to see them.



14. Ask for a few volunteers to stand beside their posters and have remaining students return to their seats.

Call attention to the beverage chart created by the whole class earlier in the activity. Go through the beverages on the chart and see where they would “fit” on the icons created by the volunteers.



Closing the Activity

15. Ask students what they would do if they had four choices of beverages offered to them at one meal (e.g., fruit-flavored drink, 100% no sugar added fruit juice, low-fat milk, and water).

- Ideal responses: All four drinks count for the amount of water I need to drink; I would choose the fruit-flavored drink last because it has added sugar and does not count toward the Fruit Group; If I have already had enough fruit for the day (1 ½ cups) then I would choose the water; If I have not eaten any Fruit or Dairy Group foods yet, I would choose the 100% fruit juice or low-fat milk because I need to eat more of those groups and stay hydrated.



Modifications

To extend this activity for older students, have students research ingredients and calories in common beverages by collecting and reviewing Food Nutrition Facts Labels. Integrate math by having students create a bar graph to compare information from the labels.





EatHealthy

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

21 ACTIVITY

MyPlate Mosaic

GRADE LEVEL:
Primary

TIME:
30 minutes

GROUPING STRUCTURE:
Independent

SUBJECTS:
**Health
Science
English Language Arts –
listening and speaking**

Objective
Students will recognize the food groups.

Materials/Preparation

Classroom Materials

- Glue
- Red, green, yellow, blue, and purple construction paper (one half piece of each color/student)
- White construction paper (one sheet/student)
- A salad (or other large) bowl.



Downloadable Materials

www.nestleusa.com/healthysteps

- Healthy Steps for Healthy Lives MyPlate poster or handout
- Food Cards



Opening the Activity

1. 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).

2. Introduce 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 at every meal.

3. Introduce 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.



EatHealthy

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

21 ACTIVITY

MyPlate Mosaic

continued

Know the Food Groups Talking Points

Make Half Your Plate Fruits and Vegetables

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 or 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

Switch To Skim Or 1% Milk

Dairy

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

Make At Least Half Your Grains Whole

Grains

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

Vary Your Protein Food Choices

Grains

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

4. Point to each food group and have students name the group out loud.

5. Tell students that they're going to be making MyPlate Mosaics to help them remember the food groups. A mosaic is a piece of art made by arranging small pieces of material (e.g., glass, stone, or tile). To make their MyPlate Mosaics, they will be using small pieces of construction paper.



Leading the Activity

6. Discuss each food group using the Know the Food Groups Talking Points and the Healthy Steps for Healthy Lives MyPlate poster.

7. Students create MyPlate Mosaics.

- Give each student a piece of white construction paper and a half sheet of each color.
- Write their name on the back of the paper.
- Write "My Healthy Plate" at the top of the paper on the front.
- Tear off one piece of paper, about the size of a sticky note, from any color and set it aside for later in the activity.
- Tear small pieces of construction paper and glue them onto the white paper to make the plate and cup on MyPlate.
- Be sure to make the food group sections of the plate match the sizes on MyPlate.





Closing the Activity

8. Conduct Tossed Summary Salad closing activity.

- Have students write the following information on the piece of construction paper that they set aside earlier in the activity:
 - The name of the food group represented by the color of their paper.
 - One food that belongs in the group.
 - One important message to remember about the food group.
- Have students stand in a circle. Pass around the empty bowl and have students place their slip of construction paper into the bowl.
- Once everyone has placed their slip of paper into the bowl, toss the bowl to mix the slips of paper making a Tossed Summary Salad.
- Pass the bowl around again and have students take out a piece of the “salad” (one that they did not put in).
- Students share the information on the piece of “salad” that they took from the bowl.
- Once everyone has a turn, collect the pieces of “salad” and save them to review and reinforce the concepts at another time.

9. Ask students why a salad is a healthy food choice.

- Ideal responses: Salads are usually made from Vegetables; You can make a salad with foods from every food group.



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

21
ACTIVITY

MyPlate Mosaic

continued



Modifications

MyPlate Mosaics are just one example of how to integrate visual art into learning about eating healthy. Give students several choices for creating MyPlate Art in a variety of mediums (e.g., clay, tempera paints, oil pastels, watercolor, inks, pencils, chalks, or paper mache). When the projects are complete, host a MyPlate Art Show. Have the “artists” stand beside their pieces and explain MyPlate to the Art Show attendees (e.g., parents, other students, school staff).



**EatHealthy**

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

MyPlate Relay

GRADE LEVEL:
PrimaryTIME:
20 minutesGROUPING STRUCTURE:
Whole groupSUBJECTS:
**Health
Science
English Language Arts**
– listening and speaking**Objective****Students will classify
foods into food groups.****Materials/Preparation****Classroom Materials**

- Chart paper (two pieces)
- Markers

**Provided in the
Healthy Steps for
Healthy Lives Kit**

- MyPlate poster
- Food Cards

Before the Activity

- Post poster
- Make two sorting mats using the chart paper:
 - Turn chart paper horizontally
 - Using a dark marker, draw a five-column sorting chart
 - Label each column with the name of a food group
- Set up for the relay:
 - About 15 feet from the front of the room, make two starting lines side by side on the floor with masking tape
 - Place MyPlate sorting mats on the floor in the front of the room directly across from each of the starting lines
 - Shuffle Food Cards and divide equally into two piles



Grains	Fruits	Vegetables	Dairy	Protein

**Opening the Activity****1. Introduce the Healthy Steps for Healthy Lives MyPlate poster to the class.**

- 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).
 - One very important symbol on the poster is the MyPlate icon.

2. Introduce 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 at every meal.



3. **Introduce 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.

4. **Point to each food group and have students name the group out loud.**

5. **Tell students that they're going to play a game to help them remember which foods belong in each of the food groups.**



Leading the Activity

6. **Divide students evenly into two teams.**

7. **Have the teams make two lines facing the front of the room with the first person standing on the starting line.**

If one line has an extra person, designate someone in the shorter line to go twice.

8. **Place a stack of the food cards (turned face down) on the floor in front of each team.** Cover or take down the poster during the race.

9. **Explain the directions for MyPlate Relay (steps 10 - 13) and start the race.**

10. **Have student #1 (in each line) bend down, pick up one food card, and walk very quickly to the front of the room.**

Decide which food group the food on the card belongs in. Lay the card onto the MyPlate sorting mat underneath the food group name.

11. **Student #1 returns to the end of the line and silently acts out (i.e., mimes) their favorite physical activity while standing in place (e.g., running, kicking a soccer ball, walking their dog) to show that they have taken their turn.**



12. **Student #2 starts their turn.** Continue process until each person on the team has taken a turn.

13. **Once every person on one of the teams has had a turn, check their mat to see if they have sorted the food cards correctly.**

If they have, then you have your winner. If they have not, then send student #1 to make adjustments. Continue to provide feedback until they have correctly completed the sort.

14. **The object of the game is to be the first team to have everyone take a turn and finish the sort correctly.**

Give both teams a chance to complete the sort correctly before returning to seats.



Closing the Activity

15. **What does the MyPlate icon remind us?**

- Ideal response: It reminds us that we can build a healthy plate by choosing foods from the five food groups.

16. **Why is it important to know which food groups the foods we eat belong to?**

- Ideal responses: We need to eat a rainbow every day; Eat foods from all food groups every day; Every color every day.



Modifications

Make this activity more interactive by conducting MyPlate Relay with smaller teams. If you place students into teams of three or four students (make more sorting mats and divide food cards into smaller sets), then each student would have several turns during the race. Challenge students by having them verify (instead of you) that the other team's food cards have been sorted correctly.





EatHealthy

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

Nutrition Mathematician

GRADE LEVEL:

Primary

TIME:
60 minutes

GROUPING STRUCTURE:
Whole and small group

SUBJECTS:

Health

Science

English Language Arts
– listening and speaking

Math



Objective

Students will identify fruits and vegetables, discuss the health benefits, and practice estimating the recommended intake amount of fruits and vegetables.



Materials/Preparation

➔ Classroom Materials

- Markers
- Blank paper (one sheet/student)
- Paper lunch bags (four)
- Standard single hole punch
- Stapler
- One regular dinner plate



➔ Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster
- Food Cards



➔ Before the Activity

- Prepare four “Use Your Senses Bags”
- Set aside the Food Cards from the Fruit Group and the Vegetable Group.
- Shuffle Food Cards and divide equally into two piles



Opening the Activity

1. Circulate “Use Your Senses Bags” around the room. Have students record a guess for what is in each bag on blank paper.

- Smell near the holes of bag number one.
- Without looking, place one hand inside of bag number two and feel the item inside.
- Shake bag number three a few times and listen.
- Look inside of bag number four.

2. Reveal the items in each of the “Use Your Senses Bags” and discuss.

- Discussion prompts: Are students surprised by what is inside? Did most students guess correctly? What do the items have in common?

Directions for creating “Use Your Senses Bags”

Number four paper lunch bags one - four.

Label each bag.

Bag number one – smell

Bag number two – feel

Bag number three – listen

Bag number four – look

Using a standard size whole punch, punch five small holes in bag number one.

Place the following suggested items (or something similar) in each bag:

Bag number one – a banana

Bag number two – a tomato

Bag number three – a handful of grapes

Bag number four – an avocado

Fold over the top of bag number three and staple closed.



3. Focus attention on 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).
- One very important symbol on the poster is the MyPlate icon.
- 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 at every meal.
- The items in the "Use Your Senses Bags" are fruits and vegetables.
- Fruits and Vegetables are the two most important food groups.

4. Tell students that they're going to learn why fruits and vegetables are important and how much to eat every day.



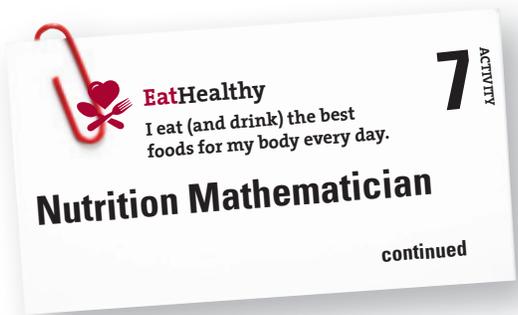
Leading the Activity

5. Introduce the Vegetable Group.

- The green colored section on the plate represents the Vegetable Group.
 - Vegetables have lots of health benefits and provide many important nutrients that our bodies need.
 - For example:
 - Carrots are high in Vitamin A, which helps keep our eyes and skin healthy.
 - Sweet potatoes are a good source of potassium, which is good for our hearts by helping to lower our blood pressure.
 - Split peas have a good amount of fiber, which helps the food we eat to move through our bodies and helps us to feel full.

Vegetable Group Food Cards

- Corn
- Green beans
- Lettuce
- Carrots
- Asparagus
- Spinach
- Sweet potatoes
- Peas
- Potatoes
- Broccoli



- Tips for eating vegetables:
 - Vary your veggies.
 - Include dark-green, red, and orange vegetables.
 - Fresh is best, but canned and frozen vegetables count too.
- Show students the Vegetables Group Food Cards and have students call out the names together.
 - Peas and beans are excellent sources of fiber, protein, and iron. They can be counted in either the Vegetables or Protein Foods Group.

6. Introduce the Fruit Group.

- The red colored section on the plate represents the Fruit Group.
- Fruits have lots of health benefits and provide many important nutrients that our bodies need.
 - For example:
 - Strawberries are high in Vitamin C, which helps heal cuts and wounds.
 - Apples are high in fiber, which helps to keep our hearts healthy.
 - Most fruits are naturally low in fat and sodium which helps us maintain a healthy weight.
- Tips for eating fruits:
 - 100% no sugar added fruit juice counts, but choose whole or cut-up fruits more often than fruit juice. One benefit of whole/cut up fruits is more fiber!
 - Fresh is best, but canned and frozen fruits count too.

Fruit Group Food Cards

- Peaches
- Apple sauce
- Fruit juice
- Raisins
- Grapes
- Mangoes
- Oranges
- Mixed fruit cup
- Strawberries
- Bananas



— Keep lots of fresh fruit on hand for a fast and easy snack.

- Show students the Fruit Group Food Cards and have students call out the names together.

7. Focus attention on the different sized color sections on MyPlate. Why are the sections on the plate different sizes?

- Ideal responses: The different sizes suggest how much food a person should eat from each group every day; We need to eat more of some food groups than of others.

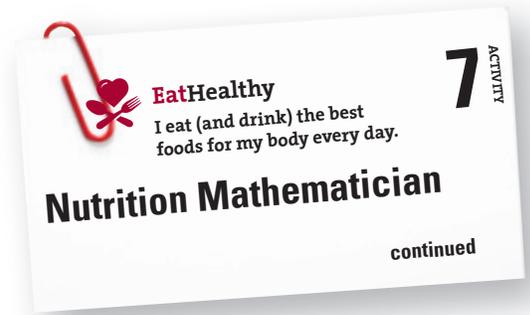
8. Ask students why it is important to know how much of each food group to eat every day.

- Ideal responses: So we don't eat too much food in one day; So we get the right balance of foods from each food group; So we know when we have what we need to be healthy.

9. Explain how we know the right amount to eat of each food group every day. There are recommendations for a healthy amount to eat from each food group every day on ChooseMyPlate.gov.

Understanding recommended average daily intake amounts

- Amounts vary depending on characteristics such as age and how physically active a person is. For personalized amounts, go to ChooseMyPlate.gov.
- The recommendations in this activity are appropriate for a 5- to 9-year-old child.
- ChooseMyPlate.gov provides recommended average daily intake amounts in terms of total volume or weight for the day (e.g., instead of five servings of vegetables per day, the recommendation is 2 ½ cups).
- If children are familiar with the amount that counts as a portion for each food group and the number of portions they should eat to make up the total recommended volume or weight, then they can estimate when they have eaten the right amount from each group every day.



10. Discuss the recommended daily intake amount for fruits and vegetables.

- The recommend daily amount of vegetables is 2 ½ cups.
 - Another way to look at it: the size of one portion of vegetables is ½ cup, so we should eat five portions of vegetables every day.
- The recommended daily amount of fruits is 1 ½ cups.
 - Another way to look at it: the size of one portion of fruits is ½ cup, so we should eat three portions of fruits every day.
- Tell students that sometimes it is even challenging for adults to keep track of how many fruits and vegetables they have at a meal. We would have to memorize how many baby carrots or how many grapes are in a half cup. We would have to keep track of the many different sizes that apples come in and know what size apple counts as half a cup.

11. MyPlate gives us a helpful hint for eating enough fruits and vegetables:

To build a healthy plate, make half your plate fruits and vegetables (point this out on MyPlate).

- In other words, make it your goal to fill at least half of your plate at every meal or snack with several colorful fruits and vegetables.
- This is a great hint, because it also helps us to practice our math skills.



12. Review the concept of half.

- **Fraction** – a small part, amount, or equal proportion of something.
- **Half** – a fraction, one of two equal parts into which a whole can be divided.

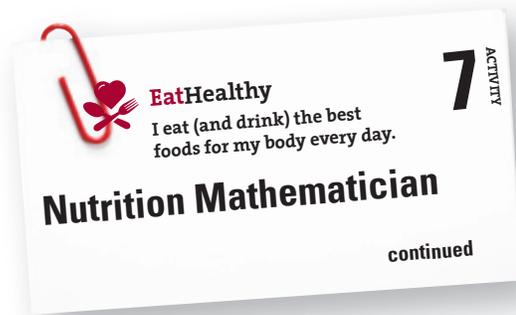
Discussion stems:

- Imagine that you had one orange and you wanted to share it with a friend. How would you divide the orange up so that each of you receives an equal amount?
- Ideal responses: I would cut it in half; I would divide it into two equal parts; I would split it down the middle.
- Show students the Orange Food Card as an example of dividing the orange into two equal parts.
- Show students a dinner plate. Now imagine that half of this plate is filled with fruits and vegetables. How much of this plate would need to have fruits and vegetables in order for it to be half filled?

- 13. On the other side of their paper, students draw a meal that shows half of their plate filled with fruits and vegetables.** Students share their pictures with the rest of the class.

Closing the Activity

- 14. Ask students to think about the vegetables that they ate yesterday.**
- 15. Take a poll: How many students had enough vegetables and how many did not?**
- 16. Ask students to think about the fruits that they ate yesterday.**
- 17. Take a poll: How many students had enough fruits and how many did not?**



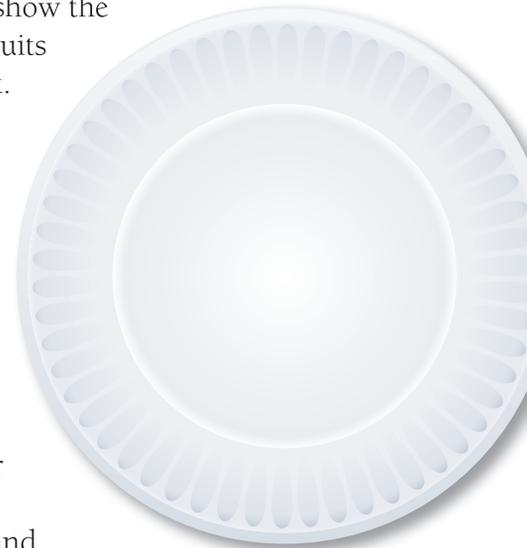
18. What are some ways to make sure you are getting enough fruits and vegetables every day?

- Ideal responses: Fill half of my plate at every meal with fruits and vegetables; Remember that 100% vegetable or fruit juice counts; Remember that I can eat fresh, frozen, canned, or dried fruits and vegetables; Grab a piece of fresh fruit as a quick and easy snack.

Modifications

To simplify this activity, use Student Activity Sheet 7 (provided at www.nestleusa.com/healthysteps and www.neahin.org/healthysteps). Student Activity Sheet 7 provides students with a recording sheet for step 1 and extra practice recognizing plates that show the “Make half your plate fruits and vegetables” concept.

To make this activity more tactile, have students make a collage on a paper plate using cut-out magazine pictures of foods. Students can glue pictures of healthy foods onto their paper plates, filling half of the plate with fruits and vegetables. Display the plates on a classroom bulletin board with the title, “Make Half of Your Plate Fruits and Veggies!” to remind students and classroom visitors about this important healthy step.





Nutrition Mathematician

1

Guess. What do you think is in the *Use Your Senses Bags*?

What's in the bag?



2

Practice. Circle the plates that show at least half of the plate with fruits or vegetables.





Nutrition Mathematician

3

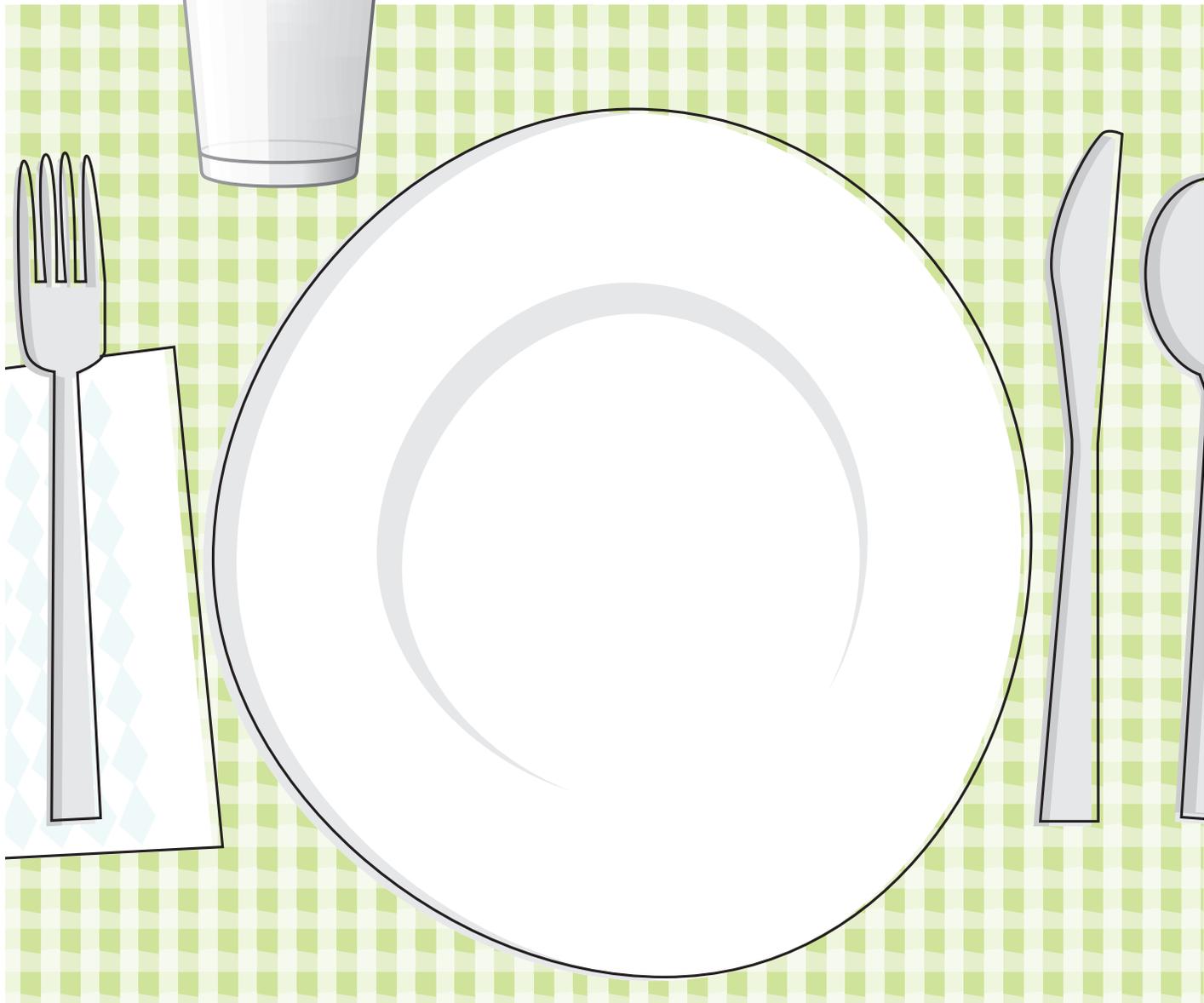
Choose a meal. I am going to plan a healthy meal for (circle one):



Breakfast

Lunch

Dinner



4

Double Check. Did you build a healthy plate? Is half your plate fruits and vegetables?





EatHealthy

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

10

ACTIVITY

Right on Target

GRADE LEVEL:
Primary

TIME:
30 minutes

GROUPING STRUCTURE:
**Small group/
cooperative**

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

Objective
Students will identify the most nutritious foods in each food group.

Materials/Preparation

Classroom Material:

- Chart paper (six pieces)
- Crayons/markers
- Masking tape



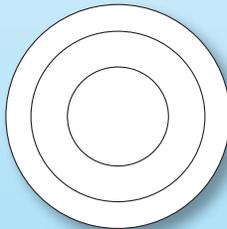
Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster
- Food Cards



Before the Activity

- Post poster
- Draw a target organizer on six pieces of chart paper and post one
- Separate Food Cards by food group



Opening the Activity

1. 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).

2. What do you think the messages on the poster that say, “Eat the right amount for you” and “Foods to eat less” mean?

- Ideal responses: There are some foods in each group that we should eat more of because they are healthier than others; We should limit foods that have added sugar, salt, and solid fats; When choosing what to eat, we should pick the most healthy foods; An ingredient list or nutrition fact label can help us decide what to eat.

3. Tell students that they’re going to learn which foods in each group are the healthiest choices.

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”).



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

10
ACTIVITY

Right on Target

continued





Leading the Activity

4. **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.**
5. **Model the concept using the posted target organizer.** Ask students to name foods in the Dairy Group. Prompt students as necessary until you receive enough examples to place at least one food on each ring of the target organizer.
 - Place the food with the least amount of empty calories in the center of the target (e.g., skim milk).
 - Place the food with the next least amount of empty calories on the middle of the target (e.g., whole milk).
 - Place the food with the most empty calories on the outside of the target (e.g., chocolate whole milk).
6. **Discuss why you completed the target organizer in the way you did.** All three of these foods are good choices from the Dairy Group, and by eating foods in the Dairy Group students are “right on target”. As often as possible we should choose foods in the center of the target because that is the way to “score” (get the nutrients we need without the empty calories).
7. **Divide students into five teams.** Assign each team a food group.
8. **Give each group a poster with a blank target organizer and the stack of food cards for their assigned group.**
9. **Students work together to place the food cards onto the appropriate ring of the target organizer.**



10. **Have teams name and record additional foods that belong in their food group onto the target organizer. Make sure students have at least one food or drink on each ring.**
11. **Teams share completed target organizers with the class.**



Closing the Activity

12. **Ask students what they would do if they had three types of dairy offered to them at one meal (e.g., skim milk, whole milk, and chocolate whole milk).**
 - Ideal responses: All three foods count for the Milk group; Drink the skim milk first.



Modifications

Adjust the suggested time for this activity by spreading it over a two-day period. Take about 15 - 20 minutes each day. Introduce the concepts on day one and complete the target organizers on day two. If you have additional time, challenge students by giving each team a stack of mixed food cards with cards from all food groups. Consider having students create a stack of cards with more challenging food choices (e.g., combination foods), trade cards with another team, and complete the sort.





EatHealthy

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

20 ACTIVITY

The Scoop on the Groups

GRADE LEVEL:
Primary

TIME:
10 minutes

GROUPING STRUCTURE:
Whole group

SUBJECTS:
**Health
Science
English Language Arts
– listening and speaking**



Objective

Students will classify foods into food groups.



Materials/Preparation

- ➔ **Downloadable Materials**
www.nestleusa.com/healthysteps
- Healthy Steps for Healthy Lives MyPlate poster or handout
- Food Cards



Opening the Activity

- 1. 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).
- 2. Introduce 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 at every meal.



3. Introduce 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.

4. Point to each food group and have students name the group out loud.

5. Tell students that they're going to play a game to help them remember which foods belong in each of the food groups.



Leading the Activity

6. Explain the directions for Food Group Scoop (steps 7 - 16) and begin the game.

7. Tell students that to play this game they're going to pass a message around by repeating it to the person next to them. The object of the game is to have the message not be confused or changed by the time it reaches the final person in the group.

8. Have students sit in a circle on the floor. Join the students and be the first one to take a turn.

9. Place the stack of Food Cards (turned face down) on the floor in the center of the circle.

10. Pick a Food Card from the pile (keep it hidden from the class).



11. Look at the poster. Identify the food group that the food pictured on the card belongs in. Create a starting sentence (*the scoop*).

- Example: Cheddar cheese is in the Dairy Group.

12. Tell the student next to you the "scoop". Using a low voice and covering your mouth so that the rest of the class cannot hear what you are saying, tell the student next to you your starting sentence.

13. The student who heard the scoop has to repeat it to the person next to them in the same way. Continue the process from person to person until the message is passed around the circle.

14. Have the last person in the circle repeat the sentence that they heard to the class.

15. Have the person who started show the Food Card and tell their original sentence to the class.

16. Do the starting sentence and ending sentence match? Was the starting sentence correct? What food group does the food pictured on the card belong to?

17. Repeat the game until every student has a turn.





Closing the Activity

18. Why are there different colored sections on MyPlate?

- Ideal response: The colored sections on the plate and in the cup represent the five different food groups.

19. Why is it important to know which food groups the foods we eat belong to?

- Ideal responses: We need to eat a rainbow every day; Eat foods from all food groups every day; Every color every day.



EatHealthy

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

20 ACTIVITY

The Scoop on the Groups

continued



Modifications

For older students, make this game increasingly more challenging by using the Healthy Steps for Healthy Lives MyPlate poster to create more complex starting sentences. Give students a sticky note and an opportunity to review the poster. Have them record an important message from the poster (e.g., we need to eat 2 ½ cups of vegetables every day). After each message reaches the final person and is repeated to the class, determine if it is a true statement by looking at the poster. Then, see if the starting and ending sentences match.

Healthy Steps for Healthy Lives
is part of **Nestlé Healthy Kids Global Programme**

What's on your plate?

Think Healthy

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

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

Choose MyPlate.gov

Eat Healthy

You can build a healthy plate by choosing foods from the five food groups.

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

Vegetables ½ cup

- Remember to eat red, orange and dark green vegetables
- Eat 2½ cups every day

Fruits ½ cup

- Use fruits as snacks, salads or desserts
- Eat 1½ cups every day

Dairy 1 cup

- Low-fat or fat-free dairy foods have the same amounts of calcium and other nutrients, but less fat and calories
- Get 2½ cups every day

Grains 1 oz.

- Choose foods that name a whole grain first on the ingredients list
- Eat 6 ounces every day

Protein 3 oz.

- Twice a week, make seafood the protein on your plate
- Eat 5 ounces every day

* Daily intake recommendations based on a 1,800 calorie pattern.

Move Healthy

Be physically active your way.

Aim to be active for 60 minutes or more every day:

- Choose moderate and vigorous activities

Foods to eat less

Know your limits with added sugar, salt, and solid fats.

- Use the nutrition facts label and ingredient list to be a nutrition detective

Choose water over sugary drinks

Eat the right amount of food for you

The right amount of food for you depends on your age and physical activity level.

- Check the website, ChooseMyPlate.gov