



ThinkHealthy

I know what being healthy means.

Growing Up Healthy

15 ACTIVITY

GRADE LEVEL:

Primary

TIME:

30 minutes

GROUPING STRUCTURE:

Whole group

SUBJECTS:

Health

Science

Math

**English Language Arts –
listening and speaking**



Objective

Students will recognize the importance of maintaining a healthy lifestyle throughout all phases of life.



Materials/Preparation

➔ Classroom Materials

- Chart paper (one piece)
- Markers
- Envelopes (one/student)
- Small strips of scrap paper (20 – 30 pieces/student)



➔ Downloadable Materials

www.nestleusa.com/healthysteps

- Healthy Steps for Healthy Lives MyPlate poster or handout



➔ Before the Activity

- Copy Student Activity Sheet 6 (one copy/student)
- Ask students to bring in a copy of a baby picture and current picture of themselves that can be used for an art project and will not be returned
- Post chart paper



Opening the Activity

1. Play “Guess the Baby” with student’s baby pictures.

Set-up:

- Collect baby pictures.
- Post baby pictures on a bulletin board with an open envelope under each picture.
- Have students create guess slips with spaces for (1) their name, (2) the baby picture number and (3) their guess for which classmate the baby picture is of (students will need one slip for each student in the class).

Play:

- Allow students time to guess who each baby picture belongs to.
- Students fill out a guess slip for each picture.
- Announce the results (e.g., five people guessed this picture was of Ian; four of you guessed Jason; ten people guessed correctly, this picture is Matthew).
- Tally the results. List the names of students who guessed correctly on the board and add a tally mark for each correct guess thereafter.



- Tell students that they're going to learn about being healthy by discussing how being healthy starts from the time they are born.



Leading the Activity

- Create a four-column check-off brainstorm chart. Label the columns left to right: (1) Healthy Step, (2) Babies, (3) Children, and (4) Adults.

1. Healthy Step	2. Babies	3. Children	4. Adults

- 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).

- Explain the **pictures, symbols, and messages on the poster** using the Taking a Closer Look: Healthy Steps for Healthy Lives MyPlate Poster Discussion Points. Have students suggest "Healthy Steps" that are described on the poster to add to the first column of the chart.



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

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

Discussion Points (continued)

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
- 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. Discuss other ways to be healthy and add to chart in column one.

- Ideal responses: Getting enough sleep; Drinking water; Frequent hand washing; Brushing teeth regularly; Wearing sunscreen; Wearing helmets when riding bikes or scooters.

7. Discuss if the healthy steps in column one apply to babies, children, and/or adults and place a check mark in all columns that apply.

8. Ask students to look at the chart. Point out the connection between what babies need to be healthy, what children need to do to be healthy, and how all of these steps lead to us staying healthy throughout life.

9. Student Activity Sheet 6: Create Growing Up Healthy timelines. Return baby pictures to students to use on their timelines.

10. Display timelines in the classroom.



 **Closing the Activity**

11. Tell students that there is one other thing about being healthy that starts from when we are born. There are people in our families and communities that help us along the way. Ask students to identify people who can help us to be healthy in the different stages of life.

 **Modifications**

To shorten the length of this activity, omit the “Guess the Baby” game at the beginning of the activity. As an alternate opening activity, lead a brief class discussion about helping to care for baby brothers and sisters.



Growing Up Healthy Timeline

1 Glue baby picture here.

2 Glue current picture here.

3 Draw a picture of yourself as an adult.

Year: **Baby**

Year: **Child**

Year: **Adult**

4 Glue cut-out pictures from magazines, draw pictures, and write words that tell about being healthy during each stage of life.

