



# Healthy Steps Healthy <sup>for</sup> Lives<sup>®</sup>

is part of   
Nestlé Healthy Kids

 **Healthy Futures**  
Improving schools. Improving lives.

# Teacher's Guide

GRADES 3-6



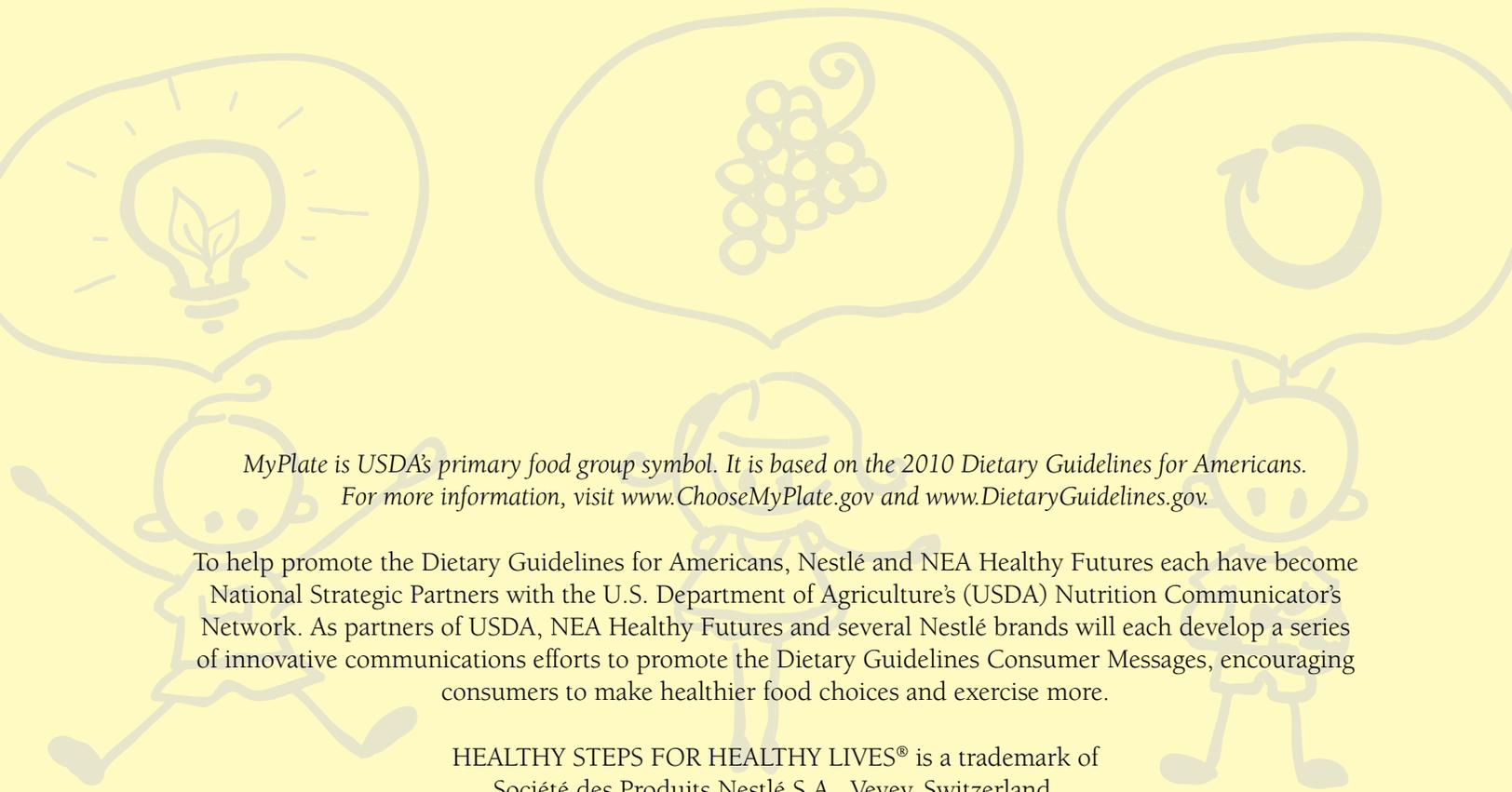
**ThinkHealthy**  
I know what being healthy means.



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



**MoveHealthy**  
I am physically active every day.



*MyPlate is USDA's primary food group symbol. It is based on the 2010 Dietary Guidelines for Americans.  
For more information, visit [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov) and [www.DietaryGuidelines.gov](http://www.DietaryGuidelines.gov).*

To help promote the Dietary Guidelines for Americans, Nestlé and NEA Healthy Futures each have become National Strategic Partners with the U.S. Department of Agriculture's (USDA) Nutrition Communicator's Network. As partners of USDA, NEA Healthy Futures and several Nestlé brands will each develop a series of innovative communications efforts to promote the Dietary Guidelines Consumer Messages, encouraging consumers to make healthier food choices and exercise more.

HEALTHY STEPS FOR HEALTHY LIVES® is a trademark of Société des Produits Nestlé S.A., Vevey, Switzerland.

© 2015 Nestlé and NEA Healthy Futures.  
This program may be reproduced for educational use only.

# Welcome

## Dear Educator,

Welcome to the fourth edition of the Healthy Steps for Healthy Lives® program brought to you by Nestlé and NEA Healthy Futures. Educating children about nutrition and physical activity has become more important than ever. The Healthy Steps for Healthy Lives program is designed to support your ongoing efforts to teach students about being healthy.

### Healthy Steps for Healthy Lives Kit components

- Teacher's Guide featuring 10 instructional activities
- MyPlate poster
- 50 Food Cards picturing foods from the five food groups

Healthy Steps for Healthy Lives for Intermediate Grades consists of versatile instructional activities that are tied to national curriculum standards for grades 3-6. The instructional activities featured in our program provide educators with several options for teaching the content. The lessons are practical to carry out while at the same time involving students in the learning process.

The content in the Healthy Steps for Healthy Lives program is based on the 2010 Dietary Guidelines for Americans. The Dietary Guidelines are jointly issued and updated every five years by the United States Departments of Agriculture (USDA) and Health and Human Services (HHS). The Dietary Guidelines provide evidence-based information and guidance to promote health through improved nutrition and physical activity.

We hope you enjoy using your Healthy Steps for Healthy Lives Kit to help your students learn to **THINK, EAT, and MOVE Healthy** and we thank you for the opportunity to be a part of the process.

### How is the Healthy Steps for Healthy Lives Teacher's Guide organized?

- The instructional activities are presented in the Teacher's Guide
- They are grouped by the three Healthy Steps for Healthy Lives themes - **THINK Healthy, EAT Healthy, and MOVE Healthy**
- You can use one or all of them in any order that you like and as many times as you like

Sincerely,

*Nestlé and NEA Healthy Futures*

**Please share your feedback! Once you have used the Healthy Steps for Healthy Lives materials, please share your experiences with us at [www.nestleusa.com/healthysteps](http://www.nestleusa.com/healthysteps)**

**For additional copies of the Healthy Steps for Healthy Lives Kit for Grades 3-6 or to request copies of the Healthy Steps for Healthy Lives Kit for primary grades, please email your request to [healthysteps@us.nestle.com](mailto:healthysteps@us.nestle.com)**

# Welcome



## Table of Contents

- **Meeting National Curriculum Standards using the Healthy Steps for Healthy Lives Program**
- **Nutrition and Physical Activity Backgrounder**
- **Instructional Activities**

### THINK HEALTHY

Activity 1: Think Healthy Thoughts

Activity 2: Healthy Travels

Activity 3: What's On Your Plate?

### EAT HEALTHY

Activity 4: Get to Know the Food Groups

Activity 5: Healthy Steps for Healthy Decisions

Activity 6: A Drop in the Bucket

### MOVE HEALTHY

Activity 7: Move Healthy Your Way

Activity 8: Moves You Can Use

Activity 9: All About Moving Healthy

### CULMINATING PROJECT

Activity 10: MyPlate My Plan

- **Healthy Steps for Healthy Families**  
(optional parent letter)

Throughout the Teacher's Guide keep an eye out for these symbols:



Indicates a learning activity that will get your students up and moving during the learning process



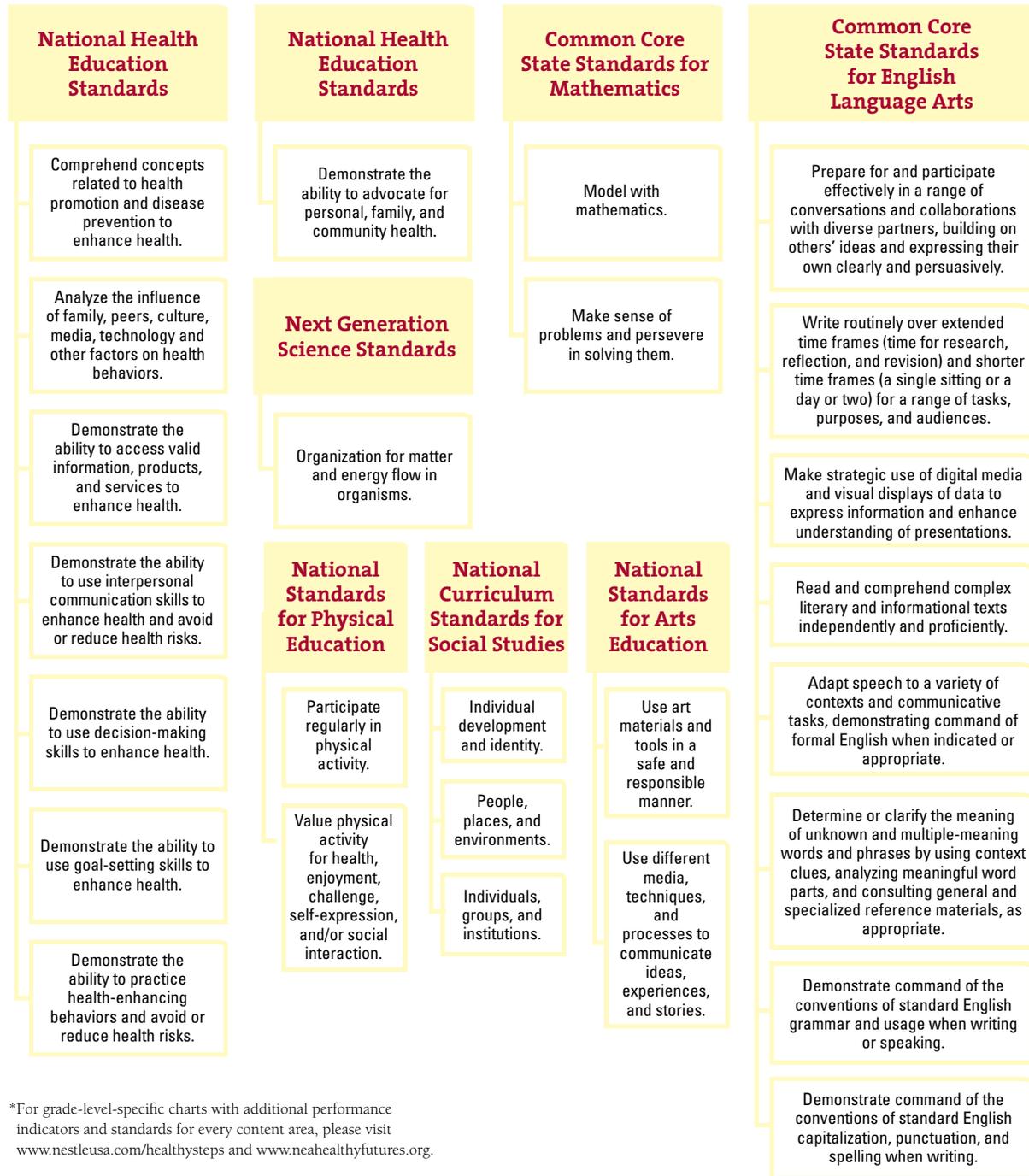
Easily spot learning activities that are directly anchored to the Common Core State Standards

## HOW CAN HEALTHY STEPS FOR HEALTHY LIVES BE USED?

You can use the Healthy Steps for Healthy Lives program to:

- Reinforce skills learned in a nutrition unit taught earlier in the year or in previous years.
- Supplement direct instruction and promote concept development about nutrition and physical activity.
- Integrate the topic of health into a language arts or math lesson.
- Motivate students to learn about being healthy.
- Expose students to concepts about health.
- Link multiple activities in succession to develop your own thematic unit.
- Provide materials for clubs and after-school activities and volunteer/guest teacher programs.

# Meeting National Curriculum Standards using the Healthy Steps for Healthy Lives Program



\*For grade-level-specific charts with additional performance indicators and standards for every content area, please visit [www.nestleusa.com/healthysteps](http://www.nestleusa.com/healthysteps) and [www.neahealthyfutures.org](http://www.neahealthyfutures.org).

### Sources for National Standards

- Achieve, Inc. on behalf of the twenty-six states and partners that collaborated on the NGSS, *Next Generation Science Standards*, 2013
- Consortium of National Arts Education Associations, *National Standards for Arts Education*, 1994
- Mid-continent Research for Education and Learning, *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, 2004
- Joint Committee on National Health Education Standards and American Cancer Society, *National Health Education Standards*, 2007
- National Association for Sport and Physical Education, *National Standards for Physical Education*, 2004

- National Council for the Social Studies, *National Curriculum Standards for Social Studies*, 2010
- National Council of Teachers of Mathematics, *Standards for School Mathematics*, 2001
- National Council of Teachers of English and International Reading Association, *Standards for the English Language Arts*, 1996
- National Governors Association Center for Best Practices and the Council of Chief State School Officers, *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, 2010
- National Governors Association Center for Best Practices and the Council of Chief State School Officers, *Common Core State Standards for Mathematics*, 2010



**THINK Healthy** – A common understanding of what being healthy means will provide a solid foundation for students to learn and practice health-enhancing behaviors. For students to set meaningful and reachable goals about nutrition and physical activity, they need to understand the bigger picture of what it means to be healthy.

**Healthy Steps for Healthy Lives**  
 is part of  
 Nestlé Healthy Kids  
 NEA Health Information Network

**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

MyPlate is USDA's primary food group symbol designed to help communicate the dietary guidelines. The intent is to prompt consumers to build a healthy plate at meal times, and encourage them to seek more information at [www.choosemyplate.gov](http://www.choosemyplate.gov). The MyPlate icon is based on a familiar meal time image—a place setting—and emphasizes the fruit, vegetable, grains, protein and dairy food groups.

**For more information visit:**

- [www.nestleusa.com/healthysteps](http://www.nestleusa.com/healthysteps)
- [www.neahealthyfutures.org](http://www.neahealthyfutures.org)
- [www.choosemyplate.gov](http://www.choosemyplate.gov)
- [www.dietaryguidelines.gov](http://www.dietaryguidelines.gov)
- [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)
- [www.letsmove.gov](http://www.letsmove.gov)
- [www.cdc.gov/Healthyyouth/physicalactivity/guidelines.htm#1](http://www.cdc.gov/Healthyyouth/physicalactivity/guidelines.htm#1)
- [www.nhlbi.nih.gov/health/public/heart/obesity/wecan/index.htm](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/index.htm)

**EAT Healthy** – 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. MyPlate shows us how to build a healthy plate by choosing foods from the five food groups.

**MOVE Healthy** – It is universally recommended that elementary school-age children accumulate a total of at least 60 minutes of physical activity every day. Physical activity is bodily movement. Physical activity accumulated each day should include bouts of both moderate and vigorous intensity levels. One of the main ways to know if you are doing moderate or vigorous activity is that vigorous activity makes your heartbeat even faster than moderate activity.

## 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

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



### Fruits

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



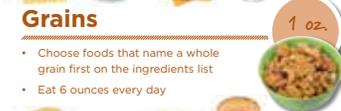
### Dairy

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



### Grains

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



### Protein

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



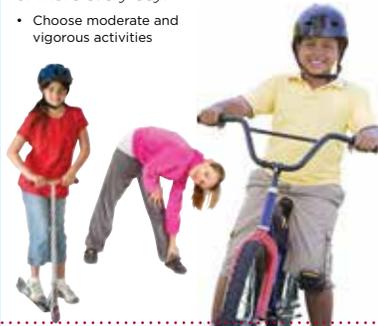
\* Daily intake recommendations based on a 1,800 calorie pattern.

## 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](http://ChooseMyPlate.gov)



**Foods to eat less** - 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. Too much sodium (salt) may increase your blood pressure. Foods like vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods contain the nutrients you need without too many empty calories or sodium.

**Eat the right amount of food for you.** 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 2½ cups). Healthy Steps for Healthy Lives also provides the daily intake amounts in terms of what counts as a portion. Daily intake recommendations are based on characteristics such as age and how physically active a person is. The information in this program is based on an average recommended caloric intake for children ages 8-11 with a range of physical activity levels.



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

**1** ACTIVITY

# Think Healthy Thoughts

GRADE LEVEL:  
**Intermediate**

TIME:  
**45 minutes**

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

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



## Objective

Students will examine the meaning of the term being healthy and how it relates to eating right and being physically active.



## Materials/Preparation

### Classroom Materials

- Chart paper (eight pieces)
- Crayons, colored pencils, and/or markers
- Blank paper (one sheet/student)
- Sticky notes (three sticky notes/student)



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

- MyPlate poster



### Before the Activity

- Post poster
- Copy Student Activity Sheet 1 on page 9 (one copy/student)
- Record the Word Cloud Example onto chart paper and post
- Post blank piece of chart paper

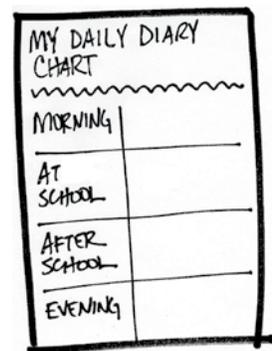


## Opening the Activity

1. **Tell students they will be completing an activity that will help them learn about a very important aspect of their lives.** The topic is a mystery that they have to solve through the clues provided by the next few things you are going to ask them to do.

### 2. Have students create a Daily Diary Chart.

- On a blank piece of paper, have students create a chart with two columns and four rows.
- Label the boxes in column one: "Morning," "At School," "After School," and "Evening."



### 3. Ask students to record information about their day.

Students will think about the activities they participate in during each of the time periods on the chart and list the information in the column next to each time period.

4. **Have students set the completed writing assignment aside.** Tell students that they will be using the writing assignments again shortly.

5. **Direct students to complete Student Activity Sheet 1.**

6. **Discuss the completed crossword puzzles.** Ask students what they think the topic of the lesson is based on the crossword puzzle. Guide the students as they share their thoughts. The crossword puzzle consists of words and phrases that have to do with being healthy.

7. **Have students think of their own title for the crossword puzzle and record it at the top of Student Activity Sheet 1.**

8. **Tell students they will be examining what “being healthy” means.**



### Leading the Activity

9. **Refer students back to their Daily Diary Charts.** Ask students if any of the words and phrases on the crossword puzzle were mentioned on their charts and discuss.
10. **Direct students to read through their charts and highlight words or phrases that describe activities or decisions that have to do with being healthy.**



11. **Introduce the Healthy Steps for Healthy Lives MyPlate poster.**

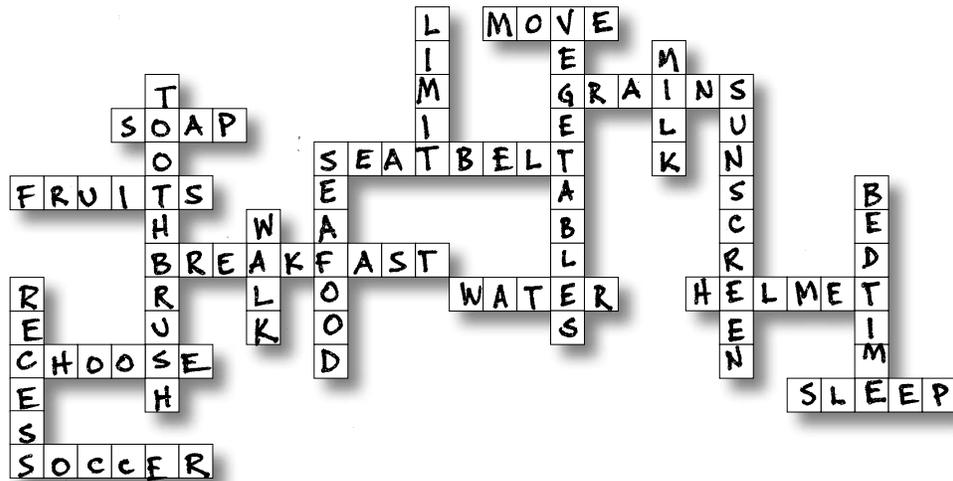
- The poster is a tool to help us learn how to think, eat, and move healthy.
- There are pictures, symbols, and messages that tell us about nutrition (which means eating healthy) and physical activity (which means moving healthy).
- The poster reminds us to choose healthy foods from the five food groups, to limit foods with added sugars and solid fats, and to be physically active for at least 60 minutes every day.

12. **Ask students to think to themselves about what being healthy means.** Give each student three sticky notes.

- Pick three words or phrases that come to mind the most when you think about what it means to be healthy.
- You can use the Student Activity Sheet 1 and your Daily Diary Chart for ideas.
- Write one word or phrase per sticky note.



Student Activity Sheet 1: Answer Key



**13. Collect the sticky notes as students finish.** Quickly group similar words or phrases together and count the number of times each word or phrase is mentioned. Record the information on a piece of chart paper, post, and share with students.

**14. Explain what a word cloud is using the Word Cloud example chart.**

- A word cloud is a diagram of words related to a topic. In order to demonstrate the frequency with which the words are emphasized in a certain text or set of data, the words are displayed in different font sizes relative to the amount they are mentioned.
- Words can also be creatively displayed in the diagram by using different font colors, styles, and orientations.

**15. Divide students into six small groups.**

Give each small group a piece of chart paper to create a Word Cloud that shows what being healthy means to the class.

- Your word cloud should show the frequency of the health related words or phrases mentioned on the sticky notes.

*Word Cloud Example*



 **Closing the Activity**

**16. Post and discuss Word Clouds.**

- What can our Word Clouds tell us about what we think being healthy means?
- What can our Word Clouds tell us about the things that are important to know about being healthy?
- Do you think any important words are missing from the word cloud?
- Is there a way our Word Clouds can help us figure out what our goals should be for being healthy?
- Ideal response: A smaller or missing word or phrase could tell us that we need to learn more about or do more of a behavior.

 **Modifications/Extensions**

- Extend the lesson by displaying and/or making a class book of word clouds. These can be used to conduct health vocabulary activities.
- Extend the lesson by having students create another type of word puzzle using the healthy behaviors they have discussed (i.e., word search or word scramble).
- Integrate technology by having students create their word clouds using a publishing/design program on the computer or a web-based application for creating word clouds.



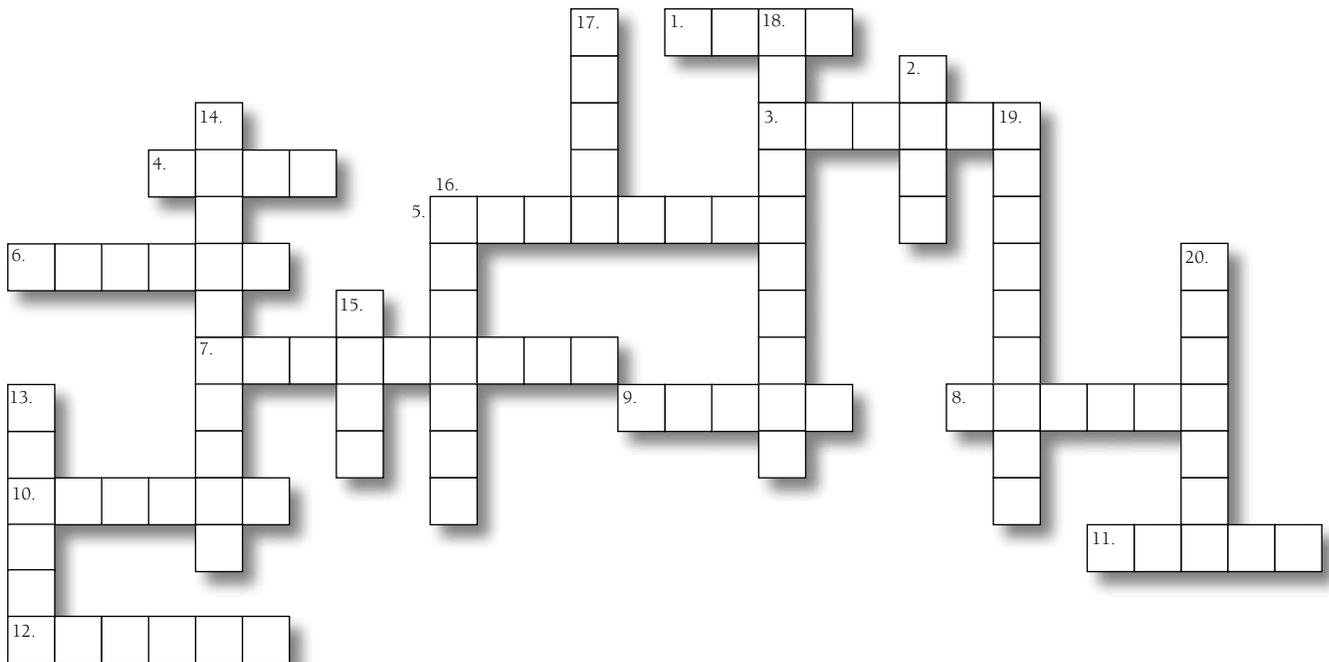
## Student Activity Sheet 1

# Mystery Topic Crossword Puzzle

**1** Complete the crossword puzzle below.

**2** Guess the topic and create a title for the crossword puzzle.

Title: \_\_\_\_\_



## Clues

### Across

1. Opposite of sit still
3. Eat foods with whole \_\_\_\_\_
4. Wash your hands with \_\_\_\_\_ and hot water to keep germs away
5. Wearing your \_\_\_\_\_ in a car can help to keep you safe
6. Apples, oranges, grapes

7. Start every day with this important meal
8. Don't forget to wear a \_\_\_\_\_ when you ride your bike
9. Drink \_\_\_\_\_ to stay hydrated
10. \_\_\_\_\_ water over sugary drinks
11. Getting ZZZZZZZZZs
12. A sport where you run a lot

### Down

2. Beverage with calcium
13. A great time to be active at school
14. The partner of toothpaste
15. A way to be active with your family (rhymes with "chalk")
16. Food with protein
17. \_\_\_\_\_ the amount of time you watch television every day
18. Broccoli, carrots, peas
19. Remember to put on \_\_\_\_\_ before you play outside in the sun
20. Having a set \_\_\_\_\_ will help you get enough sleep every night



**Think Healthy** I know what being healthy means.

**2** ACTIVITY

# Healthy Travels

GRADE LEVEL:  
**Intermediate**

TIME:  
**60 minutes**

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

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



## Objective

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



## Materials/Preparation

### Classroom Materials

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



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

- MyPlate poster



### Before the Activity

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



## Opening the Activity

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

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

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

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

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

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

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

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



### Leading the Activity

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



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

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

### Discussion Points

#### THINK HEALTHY

- ➔ **Symbol/Pictures:** MyPlate icon
- ➔ **Message:** Before you eat, think about what goes on your plate or in your cup or bowl.

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

#### Healthy steps to build a healthy plate:

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

#### EAT HEALTHY

- ➔ **Symbol/Pictures:** MyPlate icon and pictures of foods from the five food groups
- ➔ **Message:** You can build a healthy plate by choosing foods from the five food groups.

The food groups are represented by different colored portions on the plate and in the cup. In the cup: the blue portion is for Dairy. On the plate: orange is for Grains; green is for Vegetables, red is for Fruits, and purple is for Protein. A healthy meal starts with more vegetables and fruits and smaller portions of protein and grains.

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

##### Vegetables

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

##### Fruits

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

not in heavy syrup which adds extra calories)

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

##### Dairy

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

##### Grains

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

##### Protein

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

##### Oils

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

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

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

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

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



## Healthy Travels

2  
ACTIVITY

continued

- 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](http://www.ChooseMyPlate.gov)

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

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

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

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

#### MOVE HEALTHY

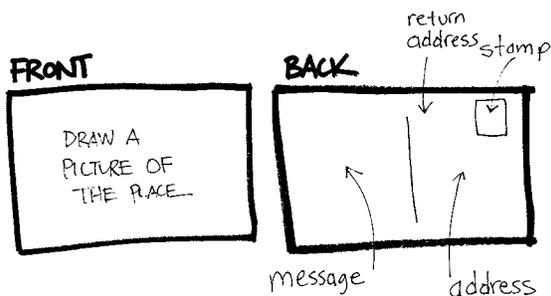
- ➔ **Symbol/Pictures:** Pictures of active kids

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

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

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

10. Review the parts of a postcard with students and give each student an index card or a half sheet of cardstock or construction paper.
11. Students select a location, conduct research, and create postcards. Remind students to make up a date for their postcard. The date should be realistic. Consider whether or not it would be possible to participate in the activity that they chose at that time of year.



### Closing the Activity

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

### Modifications/Extensions

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



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

**3** ACTIVITY

# What's On Your Plate?

GRADE LEVEL:  
**Intermediate**

TIME:  
**30 minutes**

GROUPING STRUCTURE:  
**Whole and small group**

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



## Objective

Students will analyze the MyPlate messages, "Make half your plate fruits and vegetables", "Switch to skim or 1% milk", "Make at least half of your grains whole", "Vary your protein food choices."



## Materials/Preparation

### Classroom Materials

- Chart paper (one piece per each small group of 5-6 students)
- Markers



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

- MyPlate poster
- Food Cards



### Before the Activity

- Post poster
- Prepare the food cards
  - Divide food cards into groups
  - Pick one food card at a time from each group until you have picked enough food cards for the number of students in your class
  - Mix the cards you have picked so that they are no longer in order by food group
  - Set aside the cards



## Opening the Activity

### 1. Introduce the MyPlate poster.

- The poster is a tool that can help us understand how to eat and move healthy.
- There are pictures, symbols, and messages that tell us about nutrition (which means eating and drinking healthy) and physical activity (which means moving healthy).

### 2. Why do students think the phrase, "What's on your plate?" is included on the poster.

- Possible responses: We need to remember to think about what we are putting on our plate; To remind us to create a plate that looks like the MyPlate picture; To remind us to eat healthy.
- The phrase is there to remind us of an important part of a Think Healthy message: "Before you eat, think about what goes in your plate or in your cup or bowl."
- The answer to the question, "What's on Your Plate?" should be "Foods from the five food groups."
- 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.

3. Tell students that they will be learning more about the steps to build a healthy plate in today's activity.



### Leading the Activity

4. Explain the steps to build a healthy plate.
5. Give each student a food card from the pile that you have prepared.



Students stand, hold out the food card, and walk around the room until they find at least one other student with a card from each food group and form a team.

- If time permits, play music as students walk around the room and have them act out different physical activities for extra movement while they are walking (i.e., pretending to swim, ski, jump on a trampoline).
  - Depending on the size of your class, some teams may end up with more than one student from a food group.
  - Make sure that each team has at least one member from each of the five food groups.
6. Have students work in teams to create a healthy plate using the foods on their cards. Designate a working area for each of the teams.
    - Use the steps to build a healthy plate to help you determine how to put your plate together.
    - Use all of the foods on the cards you have.
    - You will create a poster to show what your team plate looks like.
    - Use the section on the MyPlate poster about the food groups for additional information.
  7. Have small groups share their posters and plates with the rest of the class.

### 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



### What's On Your Plate?

continued

3 ACTIVITY



### Closing the Activity

8. Have students return the original food card they were given. Shuffle the food cards and pass them out again.
9. Move around the room and find all of the other students with cards from the same food group and form a circle.
  - Make sure your group can name the step to build a healthy plate that goes with your food group.
  - Go around the circle and share a goal for carrying out the step and name a person or source of information that can help you reach your goal.



### Modifications/Extensions

- Integrate writing by having students put the steps together into an explanatory essay (i.e., write a "How To" paper).
- Assess the small group work by creating or utilizing an existing rubric for participation.
- Integrate math by having students create, exchange, and answer Build A Healthy Plate word problems.



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

**4** ACTIVITY

# Get to Know the Food Groups

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

GRADE LEVEL: **Intermediate**

TIME: **60 minutes**

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

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

## Materials/Preparation

- ➔ **Classroom Materials**
- Crayons, colored pencils, and/or markers
  - Blank paper (one sheet/student)
  - Two small bean bags (the size that fits into the palm of your hand)
  - Chart paper (one piece)



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

- MyPlate poster
- Food Cards



➔ **Before the Activity**

- Post poster
- Copy Student Activity Sheet 2 on page 22 (one copy/student)
- Set up for the Food Group Toss Across (see directions on page 17) - If weather permits, consider playing the game outdoors



## Opening the Activity

1. Call attention to the uncovered side of the MyPlate poster (make sure only the side of the poster with MyPlate is visible).

2. Introduce the Healthy Steps for Healthy Lives MyPlate poster.

- The poster is a tool to help us learn how to think, eat, and move healthy.
- There are pictures, symbols, and messages that tell us about nutrition (which means eating healthy) and physical activity (which means moving healthy).

**How to make a simple beanbag**

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

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

### 3. Call attention to the MyPlate icon.

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



### 4. Review the five food groups.

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

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

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

## Food Group Toss Across Directions

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



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

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

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

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



### Leading the Activity

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



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



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

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

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

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



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

**4**  
ACTIVITY

## Get to Know the Food Groups

continued

Food Group Talking Points					
	Grains	Vegetables	Fruits	Dairy	Protein
<b>What are they?</b>	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
<b>What are some foods in the group?</b>	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
<b>Why is it important to eat foods from this group?</b>	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.
<b>What is the daily recommended amount?</b>	6 portions (6 oz.) 1 portion size = approximately 1 oz.  <i>Tip:</i> choose whole over refined grains.	5 portions (2½ cups) 1 portion size = approximately ½ cup  <i>Tip:</i> choose dark-green, red, and orange vegetables and make half your plate vegetables and fruits.	3 portions (1½ cups) 1 portion size = approximately ½ cup  <i>Tip:</i> choose whole or cut-up fruits more often than fruit juice and make half your plate vegetables and fruits.	2 ½ portions (estimated) (2 ½ cups) 1 portion size = approximately 1 cup  <i>Tip:</i> choose skim or 1% milk.	2 portions (estimated) (5 oz.) 1 portion size = approximately 2 - 3 oz.  <i>Tip:</i> choose lean meats and eat more fish.
<b>What counts as one portion?</b>	Examples: • 1 slice of bread • ½ cup cooked pasta • 1 cup of ready-to-eat cereal • ½ cup of cooked oatmeal • 1 small tortilla	Examples: • ½ cup of green beans • 6 baby carrots • 1 cup of lettuce • ½ small potato • ½ corn on the cob	Examples: • ½ cup of applesauce • 1 small apple • 1 small banana • 16 grapes	Examples: • 1 cup of milk • 1 regular container yogurt • 2 ounces processed American cheese (1 slice of processed cheese is equivalent to 1/3 cup milk)	Examples: • 1 small half chicken breast = 3 oz. • 1 small lean hamburger = 2-3 oz. • 2 tbsp. peanut butter = 2 oz. • 1 cup of split pea, lentil, or bean soup = 2 oz. • 2 eggs = 2 oz.

## Get to Know the Food Groups

continued

### Food Group Talking Points

	Grains	Vegetables	Fruits	Dairy	Protein
<b>Frequently Asked Questions</b>	<p><b>What is the difference between whole and refined grains?</b> 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"> <li>• brown rice</li> <li>• bulgur</li> <li>• graham flour</li> <li>• oatmeal</li> <li>• whole-grain corn</li> <li>• whole oats</li> <li>• whole rye</li> <li>• whole wheat</li> <li>• wild rice</li> </ul>	<p><b>Do beans and peas count?</b> 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><b>Do canned and frozen fruits count?</b> 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><b>Do butter, cream and cream cheese count?</b> 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><b>Does lunch meat count?</b> Processed meats such as ham, sausage, hot dogs, and lunch or deli meats count, but have added sodium. When choosing between foods with added sodium (salt), we should choose foods with lower numbers.</p>

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

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

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

#### Sample MyPlate Quizzer questions

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

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

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

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



## Closing the Activity

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

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

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

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



## Modifications/Extensions

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



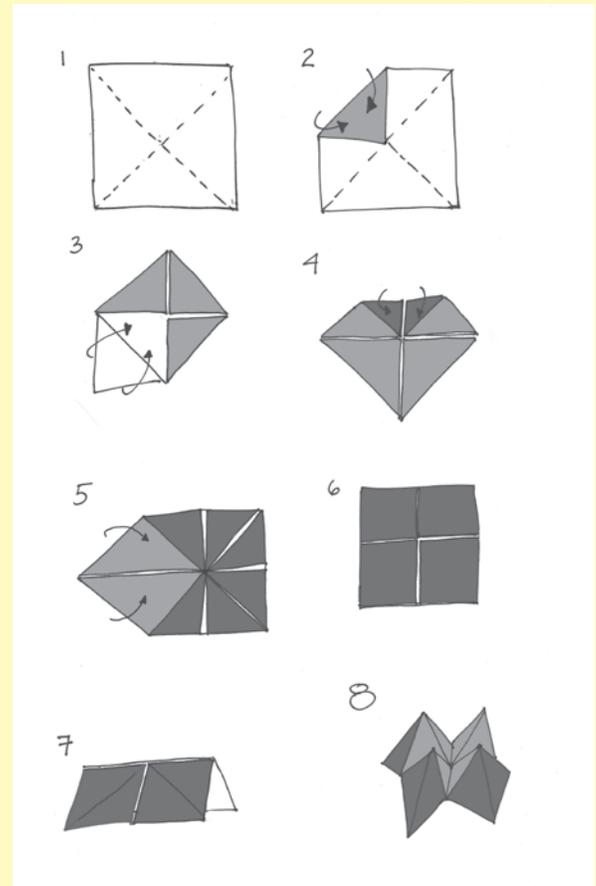
**EatHealthy**  
I eat (and drink) the best  
foods for my body every day.

**4**  
ACTIVITY

## Get to Know the Food Groups

continued

### How to make MyPlate Quizzer



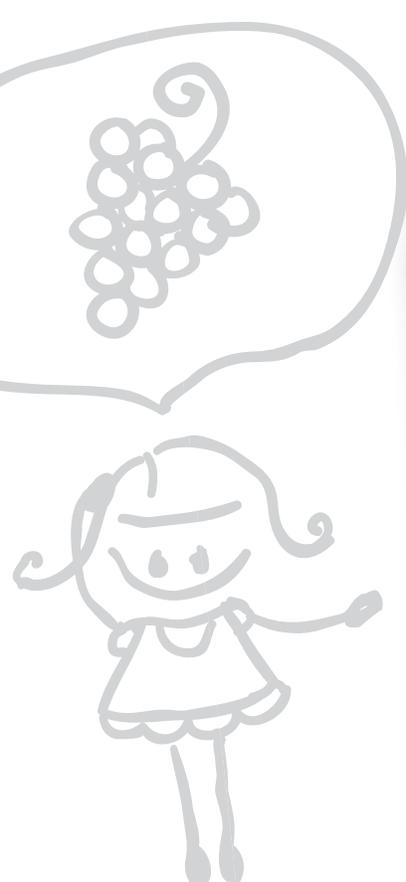


## Student Activity Sheet 2

# MyPlate Quizzer

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

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



# EatHealthy

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

## Healthy Steps for Healthy Decisions

GRADE LEVEL:  
**Intermediate**

TIME:  
**30 minutes**

GROUPING STRUCTURE:  
**Whole and small group**

SUBJECTS:  
**Health  
Science**

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

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

### Materials/Preparation

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



### Opening the Activity

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

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

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

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

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

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

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

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

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

**Leading the Activity**

**5. Call attention to the MyPlate poster.**

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

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



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

**Closing the Activity**

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

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

**8. Reveal and discuss the correct answer.**

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

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

**A word about added sugars:**

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

**Other words that mean added sugar:**

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

## Choosing the Healthiest Foods in a Food Group

### Discussion Points

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

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

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

#### **Choose foods in forms with no added sugars.**

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

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

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

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

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

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

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

#### **CHOOSE WHOLE GRAIN FOODS FROM THE GRAINS GROUP**

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

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

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



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

## Healthy Steps for Healthy Decisions

continued

5  
ACTIVITY

## Discussion Points: Explaining Calories

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

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

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

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

#### Healthy Steps for Healthy Snacks Acrostic Poem example

**C**heese and whole grain crackers  
**H**ummus dip and carrot sticks  
**A**pple slices with peanut butter  
**R**aisins  
**L**ow-fat yogurt  
**I**ce pops made from 100% no sugar added fruit juice  
**E**nglish muffin toasted and topped with tomato sauce and cheese

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

**5**  
ACTIVITY

## Healthy Steps for Healthy Decisions

continued



### Modifications/Extensions

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



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

## Healthy Steps for Healthy Decisions

continued

# Reading a Nutrition Facts Label and Ingredient List

## Fat-Free Strawberry Yogurt

### Saturated Fat and Trans Fat are solid fats

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

### Sodium is salt.

20% DV or more per serving is high.

### Sugar

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

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

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

### Serving Size

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

### Amount of Calories

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

### Percent Daily Values

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

Limit these nutrients

Get enough of these nutrients

### Foot Note

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

### Ingredient List

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

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



**EatHealthy**

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

**6** ACTIVITY

# A Drop in the Bucket

GRADE LEVEL:  
**Intermediate**

TIME:  
**45 minutes**

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

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



## Objective

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



## Materials/Preparation

### Classroom Materials

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



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

- MyPlate poster

### Before the Activity

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



## Opening the Activity

### 1. Give each student a What's My Name? label

Students should not be able to read their own name label.

### 2. Explain the directions for What's My Name on page 29 and play the game.



### 3. Have each student reveal who (or what) they are and discuss. What do they all have in common? They are all beverages.

### 4. Tell students that they are going to learn more about making healthy beverage choices. Have students remain standing.



## Leading the Activity

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

## What's My Name? Directions

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

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

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

### Names for What's my Name? labels

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

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

- Did you think about any tips from the MyPlate poster as you were determining your order?
- Call attention to the poster and discuss the pictures and messages that have to do with healthy beverages.
  - Eat (or drink) foods from the five food groups every day.
  - Know your limits with added sugar, salt, and solid fats.
- Beverages that should be chosen more often should be toward the "most healthy" side of the line and beverages that should be chosen less often should be toward the "least healthy" side of the line.

4. You may meet with up to 10 partners (you may repeat a partner once if needed).
5. After 10 guesses if you still haven't figured out who you are, then have your last partner tell you.
6. At the conclusion of the game, you should be standing in the front of the room with your cards facing out.



**EatHealthy**

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

## A Drop in the Bucket

continued

6  
ACTIVITY

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

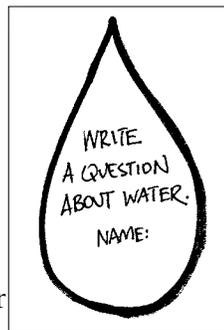
Comment on the line order and suggest possible changes if necessary.

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

**8. Introduce water as a beverage choice.**

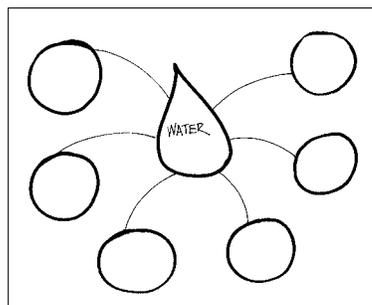
- Ask students if they notice any beverages missing from the line.
- Ideal response: Water is missing.
- Where would water go in the line? Does the poster tell us anything about water?
- The poster tells us to choose water over sugary drinks.

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



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

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



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



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

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

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

**13. Discuss the importance of drinking water.**

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

**Vocabulary**  
**Hydration** – replacing the water our body uses by drinking more water  
**Dehydration** – when our water level drops too low.

**EatHealthy**  
I eat (and drink) the best foods for my body every day.  
**A Drop in the Bucket**  
continued

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

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

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

**Signs of dehydration**

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



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

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

**16. Point out the picture of water on MyPlate.**

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

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



## Closing the Activity

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

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



## Modifications/Extensions

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

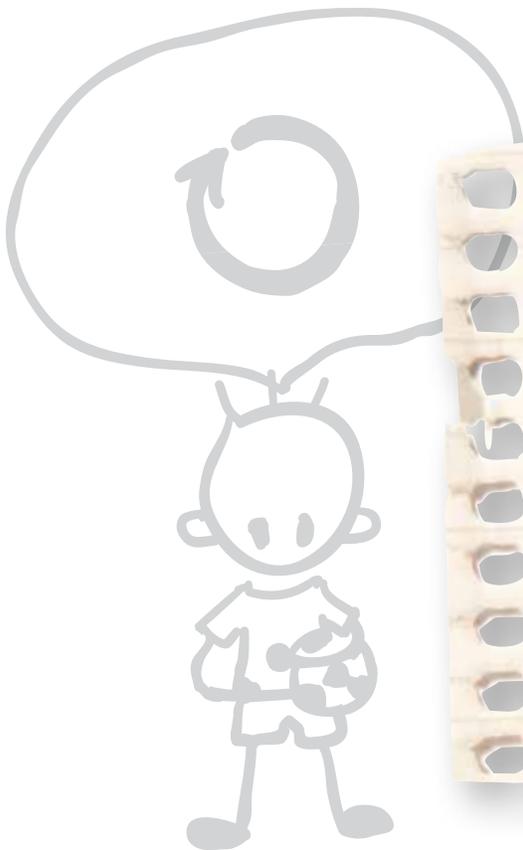


- Extend the learning by having students create visual displays of the amount of added sugar in various beverage choices. Students can select the beverages to include and create a poster board or other display that would remind their peers to make healthy beverage choices. Have students conduct research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

Average amount of sugar found in a serving of common drinks

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

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



**MoveHealthy**  
I am physically active every day.

**7**  
ACTIVITY

# Move Healthy Your Way

GRADE LEVEL:  
**Intermediate**

TIME:  
**30 minutes**

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

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



## Objective

Students will identify activities that count toward 60 minutes per day of physical activity.



## Materials/Preparation

### → Classroom Materials

- Small index cards or half sheets of paper (three/student)
- Two small to medium size balls that can safely be tossed indoors (i.e., beach ball, sponge ball, tennis ball, kick ball, whiffle ball)



### → Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster

### → Before the Activity

- Post poster



## Opening the Activity

1. Tell students that you need their help to complete a story, however you can't tell them exactly what the story is about yet.

2. List the following types of words or phrases on the board and ask the class to name one word or phrase for each of the following categories and record:

- |                              |                       |
|------------------------------|-----------------------|
| • Adjective                  | • Unit of time        |
| • Month                      | • Name (repeat above) |
| • City or town               | • Color               |
| • Name                       | • Adjective           |
| • Sport or recreational game | • Adverb              |
| • Name (repeat above)        | • Plural noun         |
| • Place                      | • Number              |
| • Number                     | • Length of time      |
|                              | • A healthy food      |



3. Read the following story to the class with the words or phrases they provided filled into the blanks.

It was a (adjective) day in (month) in the city of (place) and (your name) was about to play an active game of (sport or recreational game) with friends. On the way to the game, it was important to get ready so (name) stopped at the (place) to do some stretching and warming up for about (number) (unit of time) and then headed to the game. When (name) arrived the sky was shining (color) and the weather was (adjective). (three names of people) were there. They love to be active too. The players (adverb) started the game. It was fast paced and fun. The stands were full of (plural noun) who were cheering and waiting for their turn to play too. The game lasted for (number) (unit of time) and it was time to go home for a healthy dinner of (a healthy food) and a good night of sleep.

4. Ask students what the story has to do with being healthy and discuss?

- Ideal responses: The story is about being active; It is about moving healthy; In the story the main character is being active and having fun.

5. 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).
- The poster reminds us to be physically active for at least 60 minutes every day.
- It also says on the poster that moderate and vigorous activities count. Today's activity will be about identifying activities that count toward their 60 minutes.



Leading the Activity

Vocabulary

**Sedentary** – still, little or no bodily movement, heart rate does not increase significantly

**Moderate** – active, medium bodily movement, heart rate increases

**Vigorous** – very active, fast bodily movement, high heart rate

6. Explain the word “sedentary.” Avoid being sedentary (still) for long periods of time.

7. There are two main categories of movement that count for your 60 minutes, “moderate”

and “vigorous.” Explain the words “moderate” and “vigorous”.

8. Have each student create three activity cards.

- Create one card for each activity level.
- Do not label the activities.
- Out of the two physical activities (i.e., moderate and vigorous) you have listed, which do you enjoy doing the most? Put a star on that card.
- Collect and shuffle the activity cards. Split them evenly into four piles. Create a few extra cards if needed to create even piles.

Activity Card examples



9. Tell students that they are going to play a game to help them remember the differences between sedentary, moderate, and vigorous activities.



**10. Explain the directions for Running Around in Circles.** Divide the class evenly into four teams and have each team stand in a circle in a separate section of the classroom. Place one pile of activity cards, face down in the center of each team and play the game.

**11. Discuss what students noticed about the game?**

- Ideal response: The ball made it further around the circle when the team picked moderate and vigorous cards.
- You moved even more when you liked the activity.

### Closing the Activity

**12. Ask students to think about the types of activities and amount of time they spent being physically active yesterday and discuss.**

- Were you active for at least 60 minutes?
- Were most of your activities moderate or vigorous?
- Did you enjoy being physically active?

- Do you need to move more?
- How will your day be different tomorrow?

### Modifications/Extensions

- Play Running Around in Circles outside.
- Depending on your class size, play the game with fewer or more teams.
- Have students write their own Fill In The Blank Stories with a main character who is active for at least 60 minutes.
- Involve the entire student body by having your students create an “Active Recess” pledge. Your students can conduct a campaign, teach other students about the importance of being physically active at recess, and get students and school staff to sign the pledge.



### Running Around in Circles Directions

1. The object of the game is to be the team whose ball makes it all the way around the team circle the most times.
2. Create four teams. Teams will go at the same time.
3. Identify one student on each team as the starter. Give the ball to the starter.
4. The person standing on the starter's right hand side picks a card from the pile.
5. Show the card to your teammates. As a team, decide if the activity is sedentary, moderate, or vigorous.
6. The starter calls out your answer to the judge (teacher) while holding up the card.
7. The judge will move over to your team and signal your team with a thumbs-up if your answer is correct.
8. Keep guessing until you get a thumbs-up signal.
9. Pass the ball as follows depending on the determined activity level:  
Sedentary – ball is passed backwards once  
Moderate – ball is passed forward once  
Vigorous – ball is passed forward twice  
Star bonus – if the card has a star on it, ball is passed forward three times
10. Once the ball is passed, pick another card and repeat steps 6 – 10.
11. Continue until each team has picked all of the cards in their pile.



**MoveHealthy**  
I am physically active every day.

**8** ACTIVITY

# Moves You Can Use

GRADE LEVEL:  
**Intermediate**

TIME:  
**60 minutes**

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

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



## Objective

Students will create an exercise routine by using estimation to calculate how many movements equal a certain length of physical activity. Students will determine if their activity level is moderate or vigorous.



## Materials/Preparation

### ➔ Classroom Materials

- Chart paper (eight pieces)
- Crayons, colored pencils, and/or markers
- Scrap paper (one piece/student)
- Blank paper (one sheet/student)



### ➔ Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster
- Food Cards



### ➔ Before the Activity

- Post poster



## Opening the Activity

1. **Begin the activity by telling students they are going to play a familiar childhood game with a new twist.**

2. **Explain how to play MyPlate Says.**

- This is a listening game. If I say, “MyPlate says” before calling out a direction then you have to do that motion until I call out the next motion. For example, I will say, “MyPlate says run like sliced cheese” and you would have to run like you think a piece of cheese would run.
- While you are doing the movement, I am going to ask you to call out the food group. For example, I will say, “My Plate says, “pancakes are in the” and you would respond by calling out “Grains Group.”
- After you get through a few food cards, give students the direction without saying MyPlate Says.
- If I forget to say “MyPlate says” then you have to stop all movement and freeze.

3. **Play MyPlate Says until students have named at least one food in each food group.**

Then begin a new round. Play a few rounds. Then, ask students to return to their seats.

## MyPlate Says Directions

1. The object of the game is to listen correctly to all of the directions.
2. Shuffle the food cards and set them in a pile face down in front of you.
3. The teacher will pick a food card from the pile and call out the direction (the direction will be a movement to do while pretending to be the food on the food card).

Examples:

"MyPlate says jump like pancakes."

"MyPlate says run in place like an apple."

4. Follow the teacher's directions.
5. When you are moving the teacher will ask you to name the food group that the food belongs to. Call out the food group when directed.
6. Continue to move until you hear the teacher calls out the next direction.
7. If the teacher doesn't say, "MyPlate says" when giving the direction, then freeze until he does say "MyPlate says."

### 4. Ask students what they liked about the game and why?

- Ideal responses: They got to get up and move around; It was fun; It got them energized; It was something they got to enjoy with their friends.

### 5. Point out the pictures and messages on the poster that have to do with moving healthy. Explain to students that they need to be physically active for at least 60 minutes every day.

### 6. Ask students why they think it is important to be active for at least 60 minutes every day. Discuss the benefits of being physically active.

### 7. Explain the words moderate, vigorous, and bout.

- Moderate – active, medium bodily movement, heart rate increases.
- Vigorous – very active, fast bodily movement, high heart rate.
- Bout – a time period or section of time.
- Try to mix moderate and vigorous activity levels into your day.
- Try to accumulate your 60 minutes with 15-minute bouts.
- A 15-minute basketball game at recess would be a bout of vigorous activity.
- A 15-minute walk with your family and dog in the evening would be a bout of moderate activity.

 **MoveHealthy**  
I am physically active every day.

**8**  
ACTIVITY

## Moves You Can Use

continued

## Health Benefits of Physical Activity

Being physically active helps you:

- Do better in school
- Live a longer life
- Get sick less
- Have a healthy heart
- Have strong bones and muscles
- Have less chance of serious disease
- Be a healthy weight
- Feel better about yourself
- Increase your energy level
- Be a productive and helpful member of society

8. Ask students why they think it is important to play and be physically active in a way that is fun and enjoyable.
9. Tell students that they are going to practice ways to move for 60 minutes by using their math skills to plan movements that are fun and easy. For example, the game MyPlate Says was made up of simple and fun movements.



### Leading the Activity

10. Write the phrase “Moves You Can Use” on a blank piece of chart paper and post.
11. Ask students to predict how many of each of the following exercises they can do in 10 minutes and record their guesses on the chart.
  - How many steps can you walk?
  - How many jumping jacks can you do?
  - How many arm circles can you make?
  - How many toe touches can you do?
  - How many hops on one foot can you do?
  - How many cherry pickers can you do?
  - How many shoulder taps can you do?
  - How many hip sways can you do?
12. Ask students if they have any moves they would like to add to the list and record responses and guesses.
13. Ask students if they can think of a way to estimate the answer without actually doing each of the exercises for 10 full minutes.

- Discuss the responses that you receive and guide students to develop a formula using multiplication to determine an accurate estimate for each move. Encourage all responses and then model how to get the correct answers using the formula.
- Ideal response: If you can complete 30 jumping jacks in one minute and you want to guess about how many you could do in 10 minutes, you could multiply  $30 \times 10 = 300$ . It is reasonable to estimate that you could complete 300 jumping jacks in ten minutes.
- In order to use this formula, you would have to test each movement to see how much you could do in one minute.
- Explain that these amounts are estimates because several other factors impact the amount of an exercise an individual can complete in a given time period (i.e., speed, energy level, size).

14. Assign small groups of two or three students to each of the moves on the list. Give each group a blank piece of paper. Working together, have each small group determine how much of the movement they can do in one minute and use the formula to make an accurate estimate for how many could be done in 10 minutes.
15. Have small groups report answers to the class and add the answers to the chart next to the original guess.

16. Explain to students that they are now going to use the **Moves You Can Use** chart to create an exercise routine that would equal a 15-minute bout of physical activity. Explain the directions.

- By knowing how many rotations of each exercise you can do in one minute, you can come up with a creative routine.
- You will work in teams to come up with your routine.
- You will record the steps and the number of times to do each step on a piece of chart paper.
- You will name the routine and write the name at the top of the chart paper.

17. Give students time to come up with their routines and posters.



### Closing the Activity

18. Once students are finished post their posters and have them walk around the room and look at the routines for a few minutes. Anonymously vote for the routine you want to try. Write the name on a blank piece of scrap paper. Collect the ballots. Tally the results of the silent ballot and announce to the class.



19. Before doing the routine, have students walk around the classroom two times at a normal pace, return to their seats and feel their heartbeat. Have them count the number of times they feel it beat in 30 seconds, record it on a sticky note and set it off to the side on their desk.

20. Have the students who created the routine that won the silent ballot lead the class through the steps of their routine.



21. After the routine is complete, have students feel and count their heartbeats again. Ask students if they think the routine is more of a moderate or vigorous activity level and why?

22. Ask students what they enjoyed most about creating their routines. Reiterate the importance of choosing ways to be physically active that you enjoy and want to repeat again and again.



### Modifications/Extensions

- Over the next several weeks and months, have one or two physical activity breaks in your classroom. Randomly choose one of the routines to do.
- Extend the activity by having students create a weekly log of physical activity. After a weeks time, have students analyze their log to see how they are doing with being physically active for 60 minutes everyday. How are they fitting in bouts of moderate and vigorous activities? What can they do to add more? What days and time periods do they need to improve? What are the barriers and how can they be overcome?
- Have students put the routines to music. Try a variety of fast and slow pieces. Does doing the routine to music increase or speed up the routine? Discuss the reasons why.
- Have students write explanatory essays ("How To" papers) about their routines.
- Have student volunteers from your class teach younger classes to play MyPlate says.



**MoveHealthy**  
I am physically active every day.

**9** ACTIVITY

# All About Moving Healthy

GRADE LEVEL:  
**Intermediate**

TIME:  
**60 minutes**

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

SUBJECTS:

**Health**

**English Language Arts – listening, reading, language, writing, and speaking**

**Physical Education**

**Science**



## Objective

Students will read informational text and summarize how and why to be physically active for 60 minutes every day.



## Materials/Preparation

### Classroom Materials

- Chart paper (six pieces)
- Crayons, colored pencils, and/or markers
- Small index cards or quarter sheets of blank paper (30)
- Construction paper (one piece per student)
- Modeling clay or dough (optional)



- Provided in the Healthy Steps for Healthy Lives Kit
- MyPlate poster

### Before the Activity

- Post poster
- Copy Student Activity Sheet 3 on pages 42 and 43 (one copy/student)
- Create enough Guess My Move cards for everyone in the class
  - Write one physical activity on each index card or quarter piece of paper



## Opening the Activity

1. Tell students that they are going to play a game called **Guess My Moves**.

2. Explain the directions for **Guess My Moves**.

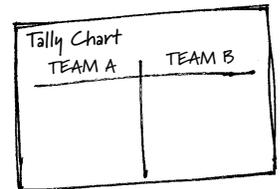


Create a tally chart with two columns on the board. Divide the class evenly into two teams and play the game.

3. After the game is over, ask students if they noticed anything about the activities that were guessed.

### Guess My Moves cards:

- Walking the dog
- Running
- Stretching
- Tennis
- Playing hide-and-peek
- Soccer
- Raking
- Sweeping
- Hiking
- Basketball
- Playing musical chairs
- Dancing
- Bike riding
- Roller skating
- Riding a scooter
- Playing freeze tag
- Swimming
- Washing the car
- Ice skating
- Lacrosse
- Volleyball
- Ping pong
- Baseball
- Swinging
- Karate
- Field Hockey
- Ice Hockey
- Football
- Gymnastics
- Skiing



## Guess My Moves Directions

1. The object of the game is to get your teammates to guess the physical activity that you are acting out. You get points for correct answers. Try to be the team with the most points.
2. Sit with your team.
3. Place the Guess My Moves cards into a pile in the front of the room.
4. Designate which team will be "Team A" and "Team B."
5. The first student on Team A will come to the front of the room and pick a card. Do not show the card to anyone.
6. You have 45 seconds to get your teammates to guess the physical activity on the card you pick.
7. They can draw, act out silently, or sculpt (optional).
8. Any form of the answer is correct (i.e., soccer, playing soccer, soccer game).
9. After 45 seconds, if Team A doesn't answer correctly, Team B gets one guess. If Team B doesn't answer correctly, then announce the answer.
10. After the answer to the first card is correctly guessed or given, it is Team B's first turn.
11. Continue to alternate turns until each student on both teams has a turn.
12. Award one point for each correct guess.
13. The teacher will keep a tally chart on the board with the score and will serve as the time judge.

- Ideal responses: They are all things that have to do with being physically active; They were all ways to move healthy; They are all things we like to do to get exercise; They will all help you to be healthy.
- Tell students that they will be learning more about the types of activities that count for being active for 60 minutes every day.

### Leading the Activity

4. **Remind students of the symbol on the poster that has to do with Moving Healthy and discuss.**
5. **Have students read the article about Moving Healthy on Student Activity Sheet 3 and answer the question.**



6. **Divide students into small groups of three to five students.**
7. **Have small groups create a Top 10 Things to Know about Moving Healthy list using the information gained from the reading assignment and questions.** After agreeing on 10 key messages, have small groups record their messages onto a piece of chart paper and decorate their posters.

### Closing the Activity

8. **Have small groups present their top ten posters to the rest of the class, post, and discuss.** Is there an agreement demonstrated by the posters about the key messages for being physically active?

### Modifications/Extensions

- Invite a guest speaker such as a local athlete and/or community member who is a fitness champion (i.e., coaches, dance or karate instructors, local health related business owners). Ask the guest speaker to share his or her own Top Ten Things to Know about Moving Healthy list. Allow students an opportunity to brainstorm questions in preparation for the speaker's visit.
- To reduce the amount of time for the opening game, divide the class into two groups – with two teams in each group and have both groups play the game simultaneously.



## Student Activity Sheet 3

# Move Healthy

- 1 Read the article
- 2 Answer the questions below the article

### PHYSICAL ACTIVITY – IT ALL ADDS UP

Physical activity means active bodily movement. You should be active for at least 60 minutes every day and every bit of movement counts. Playing a sport or doing an activity after school, playing at recess, walking your dog, or helping your parents with yard work – it all adds up!

### BE SMART ABOUT SEDENTARY ACTIVITIES

When you are not moving you are sedentary. Your brain might be active (reading a book) or your mouth might be active (talking on the phone), but your body is mostly still. You are sedentary when you are doing activities like watching television or playing video games. Sedentary activities do not count toward your 60 minutes every day of physical activity. There are times during the day when sedentary activities are important and appropriate. You should try to avoid being sedentary (still) for long periods of time.

### ALL A “BOUT” MODERATE AND VIGOROUS ACTIVITIES

When you are doing moderate and vigorous activities, your body is moving! Your heart rate increases, even more so with vigorous activities. Moderate activities include everyday tasks like washing the car and sports like softball. Vigorous activities include short bursts of fast movements like sprinting and longer lasting activities like playing in a basketball game. Moderate and vigorous activities both count toward your 60 minutes every day of physical activity. Try to mix moderate and vigorous activity levels into your day. Try to accumulate your 60 minutes with 15-minute bouts. A bout is a time period or section of time. A 15-minute basketball game at recess would be a bout of vigorous activity. A 15-minute walk with your family in the evening would be a bout of moderate activity.

### HEART HEALTHY

Vigorous activities increase your heart rate the most. This type of activity is sometimes called aerobic exercise. Aerobic exercise is when your heart rate increases for a period of time. Aerobic exercise includes jogging, swimming, and going on a bike ride. When your heart rate increases, you breathe harder and faster as well. This also helps to get your muscles all of the oxygen they need. This type of activity counts toward your 60 minutes of physical activity every day and you should try to include aerobic activity at least two – three times a week for about 20 minutes a time.

### Words to Know

- **Moderate** – active, medium bodily movement, heart rate increases
- **Vigorous** – very active, fast bodily movement, high heart rate
- **Sedentary** – still, little or no bodily movement, heart rate does not increase significantly
- **Aerobic exercise** – activity that increases your heart rate for a period of time.
- **Hydration** – replacing the water our body uses by drinking

*Continued next page*



# Move Healthy

## MOVING HEALTHY IS GOOD FOR YOUR HEALTH

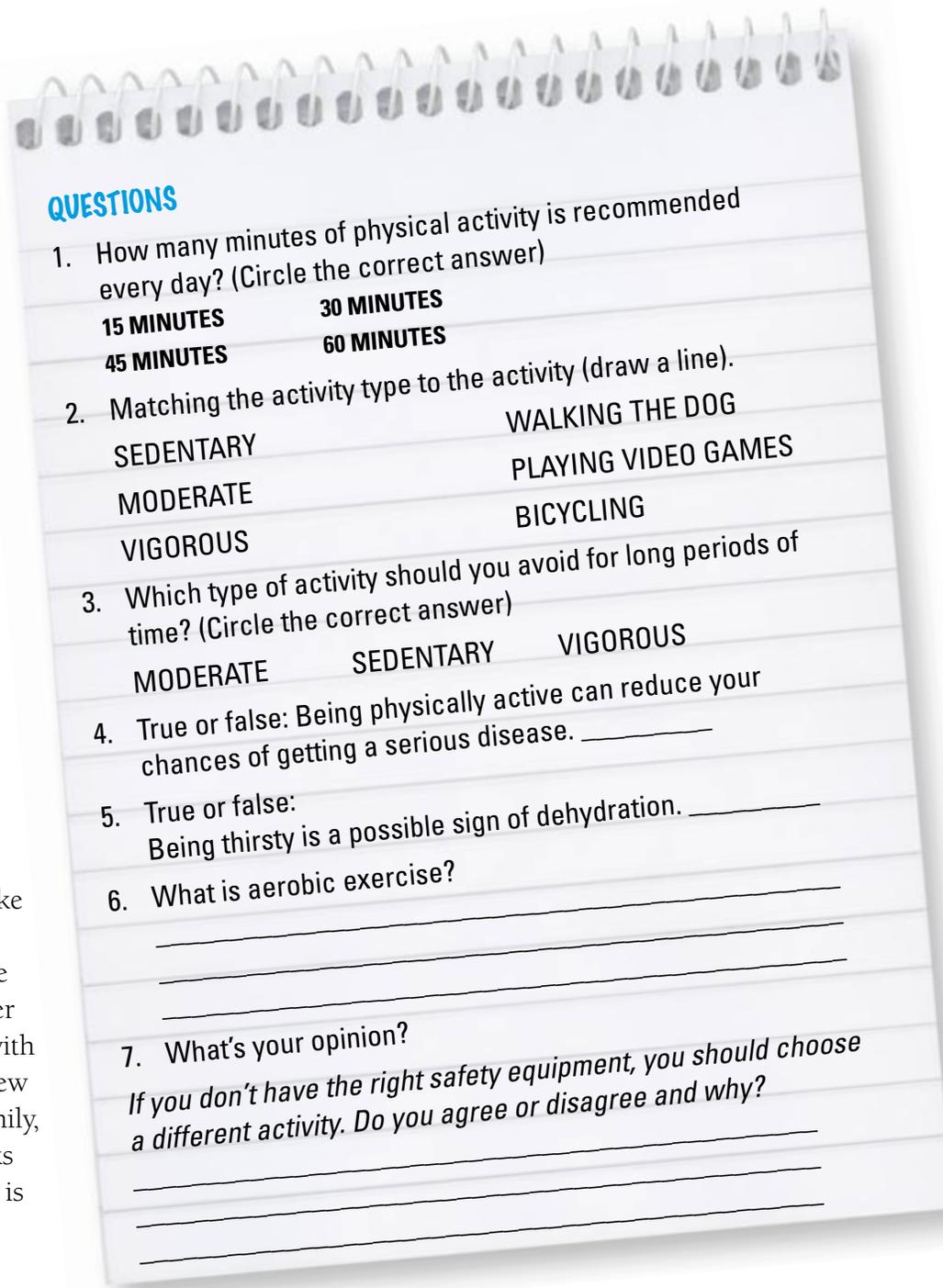
- Do better in school
- Get sick less
- Be a healthy weight
- Live a longer life
- Have less chance of serious disease
- Feel better about yourself

## REMINDERS FOR HEALTHY MOVEMENT

- Start slowly (if your body is not used to moving a lot)
- Warm up and cool down
- Wear sunscreen outside
- Stay hydrated (drink plenty of water or other liquids)
- Protect yourself with the right gear and protective equipment
- Choose safe places and times in which to be active
- Follow rules and policies

## BE PHYSICALLY ACTIVE YOUR WAY

One of the most important ways to get your 60 minutes of physical activity every day is to be active in ways you enjoy. Make sure you have fun. When you are having fun, you will be more likely to be physically active over and over again. Play outdoors with your friends, enjoy learning a new sport, take a walk with your family, or help out with household tasks - moving is moving! The choice is yours!





# Think-Eat-Move Healthy

# 10

ACTIVITY

I know what being healthy means.  
I eat (and drink) the best foods for my body every day.  
I am physically active everyday.

## MyPlate My Plan

GRADE LEVEL:  
**Intermediate**

TIME:  
**45 minutes**

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

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

**Math**  
**Physical**  
**Education**  
**Science**

### Objective

Students will create a plan to think, eat, and move healthy.

### Materials/Preparation

#### Classroom Materials

- Chart paper (one piece)



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

- MyPlate poster



#### Before the Activity

- Post poster
- Copy Student Activity Sheet 4 on pages 47 and 48 (one copy/student)

### Opening the Activity

1. **Introduce:** Today's activity will be about remembering what you have learned and using the information to make healthy choices.
  - You will be making a plan, evaluating the plan to see how you did, and sharing the plan with others.

### Leading the Activity

2. **Review:** Discuss the poster with students using the Taking a Closer Look: Healthy Steps for Healthy Lives MyPlate Poster Discussion Points on page 12.
3. **Identify:** Turn the poster into a checklist that they will use to double-check their plans. Have students brainstorm what should go on the checklist and record responses on chart paper.
4. **Create:** Have students complete the Weekly Nutrition and Physical Activity Plan on Student Activity Sheet 4.

5. **Evaluate and revise:** Have students use the MyPlate My Plan Checklist to evaluate their plan and make any necessary changes.



### Closing the Activity

6. **Discuss:** Why is planning important? How does knowledge help you to make healthy choices? What have they learned from each other? How can they help other friends and family members to take healthy steps? Who can help you to take healthy steps? What would happen if you followed your plan?
7. **Summarize:** MyPlate is an icon that can help us remember to take healthy steps.
8. **Connect:** Have students create their own THINK – EAT – MOVE Healthy icon.



### Modifications/Extensions

- Create a bulletin board to showcase the plans:
  - Title: Our Healthy Steps for Healthy Lives
  - Border: Construction paper cutouts of students shoe prints
  - Showcase student work: THINK - EAT - MOVE Healthy icons
- Send the reproducible parent letter with family homework assignment (on pages 47 and 48) home to to families.





# Student Activity Sheet 4

# MyPlate My Plan

- Step 1:** Plan one meal a day (pick breakfast, lunch, or dinner)
- Step 2:** Plan one snack per day
- Step 3:** Plan physical activities for each day
- Step 4:** List three other things you will do today to take care of yourself
- Step 5:** Set three healthy goals

		MEAL	SNACK	PHYSICAL ACTIVITIES (and length of each)
SUNDAY	I am planning my <input type="radio"/> Breakfast <input type="radio"/> Lunch <input type="radio"/> Dinner			
MONDAY	I am planning my <input type="radio"/> Breakfast <input type="radio"/> Lunch <input type="radio"/> Dinner			
TUESDAY	I am planning my <input type="radio"/> Breakfast <input type="radio"/> Lunch <input type="radio"/> Dinner			
WEDNESDAY	I am planning my <input type="radio"/> Breakfast <input type="radio"/> Lunch <input type="radio"/> Dinner			
THURSDAY	I am planning my <input type="radio"/> Breakfast <input type="radio"/> Lunch <input type="radio"/> Dinner			
FRIDAY	I am planning my <input type="radio"/> Breakfast <input type="radio"/> Lunch <input type="radio"/> Dinner			
SATURDAY	I am planning my <input type="radio"/> Breakfast <input type="radio"/> Lunch <input type="radio"/> Dinner			

List three other things you plan to do every day that will help you to be healthy:	1.	2.	3.
--	----	----	----

List three goals:	My Think Healthy Goal	My Eat Healthy Goal	My Move Healthy Goal
-------------------	-----------------------	---------------------	----------------------

# Healthy Steps for Healthy Families

Dear Families,

In our class, we are learning about eating and moving healthy through a program called Healthy Steps for Healthy Lives® brought to us by Nestlé and NEA Healthy Futures.



*Healthy Steps for Healthy Lives is based on three components:*

## THINK Healthy

- A common understanding of what the concept of being healthy means will provide a solid foundation for children to utilize health-enhancing behaviors. Many activities in our day to day lives have to do with being healthy such as what we eat, how much sleep we get, whether or not we brush our teeth, how much we are active, whether or not we follow safety rules and use proper equipment when playing a sport or game).
- **Healthy Step:** Discuss what being healthy means to your family and create a healthy checklist of the steps you want to remember to take everyday.

## EAT Healthy

- Children need healthy foods and drinks for their growing brains and bodies. The Healthy Steps for Healthy Lives activities are based on the United States Departments of Agriculture and Health and Human Services Dietary Guidelines for Americans. To help communicate key messages and actions from the dietary guidelines, USDA released the MyPlate icon. MyPlate illustrates the five food groups using a familiar mealtime visual, a place setting. It emphasizes the fruit, vegetable, grains, protein and dairy food groups. **Choosing healthy foods and drinks from the five food groups** is the best way to make sure our children are getting the nutrition they need.
- Cut back on foods high in solid fats, added sugars, and salt. Choose foods and drinks with little or no added sugars. Added sugars and fats contribute unnecessary extra calories to foods. Too much sodium may increase your blood pressure.
- The right amount of food for you is determined based on factors about you – such as your age and physical activity level. Use the USDA SuperTracker to get your personal daily intake amounts at [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov).
- **Healthy Step:** Talk about healthy foods your family enjoys and plan your favorite healthy meal.

## MOVE Healthy

- It is recommended that children are physically active for a minimum of one hour (60 minutes) every day. Children gain physical and mental health benefits from daily physical activity. Physical activity is bodily movement. Most of the recommended 60 minutes a day can be made up of daily tasks such as walking our dogs or raking leaves. Some of the 60 minutes a day should be spent on more vigorous activity such as running. It is also recommended that children avoid prolonged periods of inactivity (sedentary activities).
- **Healthy Step:** Talk about some of the ways that your family enjoys being active together and get moving!

### FIND OUT MORE:

[www.cdc.gov/Healthyyouth/physicalactivity/guidelines.htm#1](http://www.cdc.gov/Healthyyouth/physicalactivity/guidelines.htm#1)  
[www.choosemyplate.gov](http://www.choosemyplate.gov)  
[www.dietaryguidelines.gov](http://www.dietaryguidelines.gov)  
[www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)  
[www.letsmove.gov](http://www.letsmove.gov)  
[www.neahealthyfutures.org](http://www.neahealthyfutures.org)  
[www.nestleusa.com/healthysteps](http://www.nestleusa.com/healthysteps)  
[www.nhlbi.nih.gov/health/public/heart/obesity/wecan/index.htm](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/index.htm)

# What's On Our Plate?

As a family, plan your favorite healthy meal using the Healthy Steps to Build a Healthy Plate

## 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





