



**Think Healthy**

I know what being healthy means.

**4** ACTIVITY

# A Healthy Me, What I Want to Be

GRADE LEVEL:  
**Primary**

TIME:  
**30 minutes**

GROUPING STRUCTURE:  
**Whole group**

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



## Objective

Students will discuss various careers in which knowledge about being healthy is used.



## Materials/Preparation

### Classroom Materials

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



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

- MyPlate poster



### Before the Activity

- Post chart paper and poster



## Opening the Activity

1. **Ask students what they would like to be when they grow up.** Listen for a job related to being healthy.
2. **Tell students that they're going to learn about being healthy and how it can affect our working lives.**



## Leading the Activity

3. **Introduce the Healthy Steps for Healthy Lives MyPlate poster.**
  - The poster is a tool to help us learn how to think, eat, and move healthy.

### Healthy careers

- Scientist
- Doctor
- Nurse
- Veterinarian
- Dietitian
- Restaurant operator/worker
- Athlete
- Grocery store owner/worker
- Daycare owner/worker
- Teacher
- Babysitter
- Cafeteria worker
- Pet care provider

- There are pictures, symbols, and messages that tell us about nutrition (which means eating healthy) and physical activity (which means moving healthy).

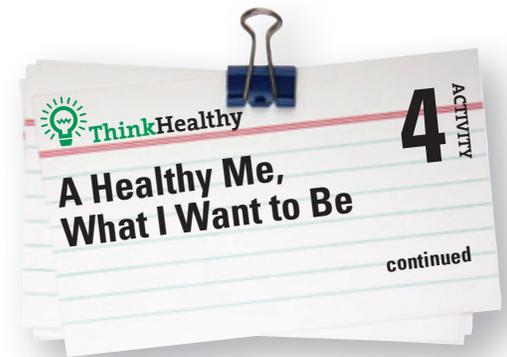


4. **Explain the pictures, symbols, and messages on the poster using the Taking a Closer Look: Healthy Steps for Healthy Lives MyPlate Poster Discussion Points on page 10 and 11.**
5. **Discuss other ways to be healthy** (e.g., getting enough sleep; drinking water; frequent hand-washing; brushing teeth regularly; wearing sunscreen; wearing helmets when riding bikes or scooters).
6. **Why is it important to know about being healthy?** How can it be used in the real world?
  - Ideal responses: To keep myself healthy; Help my friends and families be healthy.
7. **Brainstorm careers where it is important to know a lot about being healthy and chart.**
8. **Ask students to identify a job they would like to do and how knowing about being healthy is important for that career.**
9. **Draw a picture and write a sentence about the job identified on blank paper.** How will knowing about being healthy help you to do this job?



### Closing the Activity

10. **Students share their pictures with the rest of the class and explain why the person doing this job needs to know about being healthy.**



### Modifications

Create a school-wide opportunity for learning about this topic by hosting a Health Careers Fair in your classroom. Have students work in teams to create a poster or display about a job that requires knowledge about being healthy. Invite guest speakers from the school community such as parents and local business owners. Have them share why it is important to know about being healthy in order to be successful at their jobs. Have students draw their pictures using Student Activity Sheet 3 (provided at [www.nestleusa.com/healthysteps](http://www.nestleusa.com/healthysteps) and [www.neahin.org/healthysteps](http://www.neahin.org/healthysteps)). Make a class book with the students' drawings. Share the class book at the Health Careers Fair.





# A Healthy Me, What I Want to Be Portrait

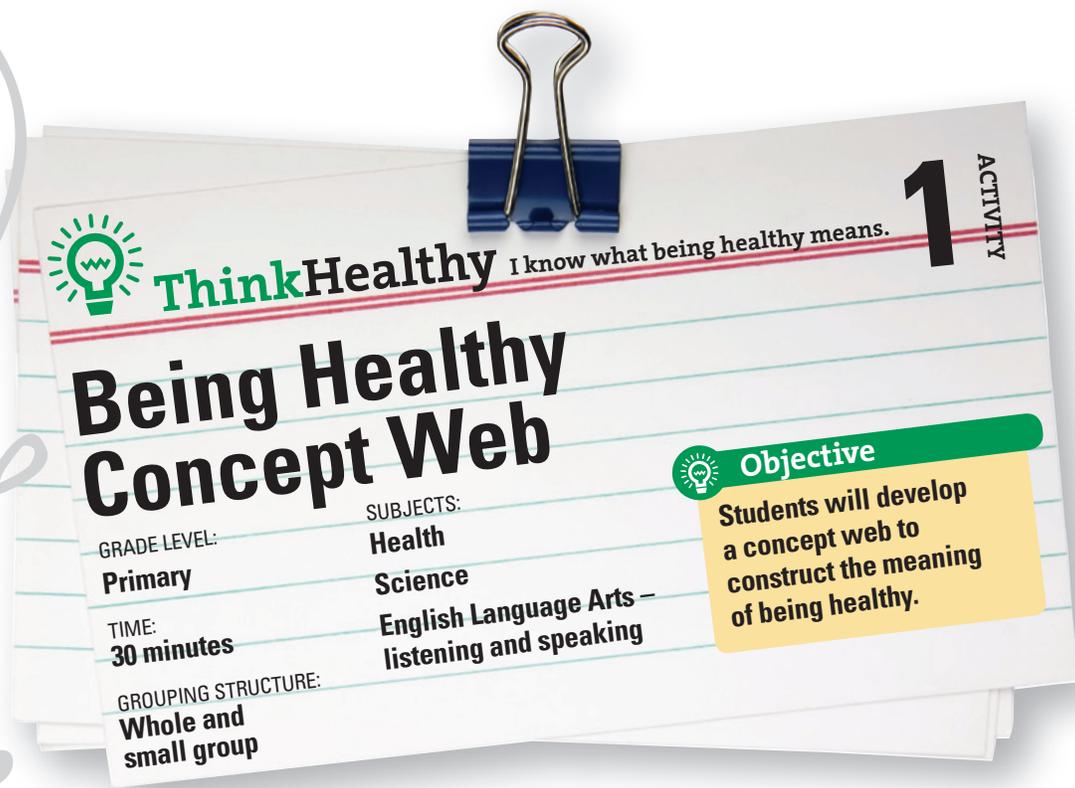
**1** Record the name of a job that you want to do when you grow up.

**2** Draw and color a picture of yourself doing the job.

I want to be a: \_\_\_\_\_







### Materials/Preparation

#### ➔ Classroom Materials

- Chart paper (one piece)
- Markers
- Blank paper (one sheet/student)
- Suggested items for “Concept Exploration Boxes” (see page 6)



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

- MyPlate poster



#### ➔ Before the Activity

- Post chart paper and poster
- Fill “Concept Exploration Boxes”

### Opening the Activity

1. **Divide students into small groups. Provide each group with a *Concept Exploration Box*.** Have students explore the items in their group’s box and discuss what they are and how they fit together.
2. **Bring the class together. Ask each small group to show the items in their box to the rest of the class and tell how they think the items fit together.**
3. **Reveal the mystery concept.** The *Concept Exploration Boxes* all have items that have something to do with **being healthy**.
4. **Tell students that they’re going to learn the meaning of being healthy by creating a chart called a concept web.**
5. **Explain that a concept web is a chart with words and phrases that helps us understand the meaning of a broader word or phrase.**



## Leading the Activity

6. Draw a circle in the center of the chart paper and write “Being Healthy” inside.



7. Draw two additional circles. Draw a line from each new circle to the main circle. Write the words “Eat Healthy” inside one new circle and “Be Active” inside the other new circle.
8. 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).
9. Have students provide additional ideas about being healthy, eating healthy, and moving healthy. Record ideas on the concept web.
- If the idea is about nutrition, draw a line to connect it to the “Eat Healthy” circle.
  - If the idea is about physical activity, draw a line to connect it to the “Be Active” circle.
  - If the idea is *not* about nutrition or physical activity, draw a line to connect it directly to the main circle (“Being Healthy”).
  - As necessary, use the concept-building prompts to help students generate additional ideas.

ThinkHealthy

1  
ACTIVITY

## Being Healthy Concept Web

continued



### Directions for creating “Concept Exploration Boxes”

- Fill a medium cardboard box (e.g., shoe box) with items that represent the concept of being healthy.
- The box will be given to a small group of students to explore and discuss how the items in the box are connected.
- Make one box for every group of 3-5 students in your class.
- Place three or more items in each box.
- Each box can contain a different mix of items.
- Duplicate items can be placed in multiple boxes.
- Balance the challenge level by placing a variety of items in each box.

### Possible items:

- Healthy food (e.g., apple, orange, banana, pepper, cucumber, empty milk carton)
- Small bottled water
- Small piece of sporting equipment (e.g., tennis ball, jump rope, baseball, knee pads, shin guards)
- Dog leash
- Tennis shoe
- Toothbrush, floss, toothpaste
- Sunscreen, visor, hat
- Stethoscope
- Soap
- CD of restful or lullaby music
- Sleep mask, slipper, small stuffed animal





## Closing the Activity

10. Have students complete this sentence starter on blank paper: “Being healthy means \_\_\_\_\_”.
11. Students draw a picture to go with the sentence.
12. Students share sentences and pictures with the rest of the class.



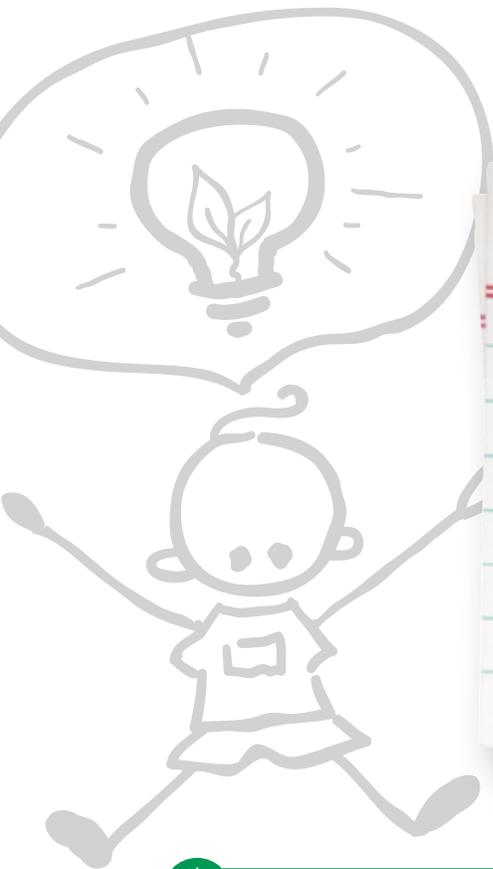
## Modifications

Make this activity more inclusive by turning it into a cooperative learning activity. Have students work in small groups to create concept webs and then share them with the rest of the class. For younger students, adapt this activity by using pictures (drawings and photographs) on the concept web in addition to or instead of written words. Cut out pictures from magazines that show healthy behaviors and use the food cards provided with the Healthy Steps for Healthy Lives Kit.

### Concept-building prompts:

- **What are some things we do every day to help our bodies stay healthy?** (Be active, eat healthy, sleep, brush our teeth, wash our hands, and protect ourselves from getting hurt.)
- **What kinds of food help to keep us healthy?** (Fruits, vegetables, fat-free or low-fat dairy products, whole grains, lean meats & beans; only eat snacks with added sugars and fats in moderation.)
- **What kinds of drinks help to keep us healthy?** (Water, fat-free or low-fat milk, and 100% no-sugar-added fruit or vegetable juice.)
- **What are some of the ways we can be physically active every day?** (Play at recess, play outside after school, walk the dog, help carry in groceries, play sports, take dance or karate class, minimize time spent watching television.)
- **Is sleep important for our bodies?** What can we do to get enough sleep? (Have a set bed time routine; don't stay up too late.)
- **What can we do to help keep our bodies safe from injury?** (Use seat belts and/or booster seats when riding in vehicles and ride in the back seat; follow the rules for sports and games, wear helmets when riding bikes and scooters, wear sunscreen, and use equipment properly.)





**ThinkHealthy**

I know what being healthy means.

# Growing Up Healthy

**15** ACTIVITY

GRADE LEVEL:

**Primary**

TIME:

**30 minutes**

GROUPING STRUCTURE:

**Whole group**

SUBJECTS:

**Health**

**Science**

**Math**

**English Language Arts –  
listening and speaking**



## Objective

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



## Materials/Preparation

### ➔ Classroom Materials

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



### ➔ Downloadable Materials

[www.nestleusa.com/healthysteps](http://www.nestleusa.com/healthysteps)

- Healthy Steps for Healthy Lives MyPlate poster or handout



### ➔ Before the Activity

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



## Opening the Activity

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

#### Set-up:

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

#### Play:

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



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



## Leading the Activity

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

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

- Introduce the **Healthy Steps for Healthy Lives MyPlate poster**. The poster is a tool to help us learn how to think, eat, and move healthy.
  - There are pictures, symbols, and messages that tell us about nutrition (which means eating healthy) and physical activity (which means moving healthy).
- Explain the **pictures, symbols, and messages on the poster** using the Taking a Closer Look: Healthy Steps for Healthy Lives MyPlate Poster Discussion Points. Have students suggest "Healthy Steps" that are described on the poster to add to the first column of the chart.



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

#### Discussion Points

##### THINK HEALTHY

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

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

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

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

##### EAT HEALTHY

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

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

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

##### Vegetables

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

##### Fruits

- Fresh, frozen, canned, and dried fruits, or 100% fruit juice all count (choose fruits canned in their own juices and not in heavy syrup which adds extra calories)
- Use fruits as snacks, salads or desserts
- Eat 1 ½ cups every day

*continued next page*



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

### Discussion Points (continued)

#### Dairy

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

#### Grains

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

#### Protein

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

#### Oils

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

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

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

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

- A healthy meal starts with more vegetables and fruits and smaller portions of protein and grains

- Make skim or 1% milk the beverage with your meal or add other fat-free or low-fat dairy products
- Think about how you can adjust the portions on your plate to get more of what you need
- Avoid oversized portions
- The right amount of food for you depends on factors about you – such as your age and physical activity level
- Get your personal daily intake amounts at [www.ChooseMyPlate.gov](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 (i.e., cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs) are occasional choices, not everyday foods
- Look out for salt (sodium) in foods you choose – it all adds up

#### MOVE HEALTHY

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

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

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

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

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

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

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

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

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

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

**10. Display timelines in the classroom.**



 **Closing the Activity**

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

 **Modifications**

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



# Growing Up Healthy Timeline

**1** Glue baby picture here.

**2** Glue current picture here.

**3** Draw a picture of yourself as an adult.

Year: **Baby**

Year: **Child**

Year: **Adult**

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





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

**18** ACTIVITY

# Healthy Steps for Healthy Pets

GRADE LEVEL: **Primary**

TIME: **30 minutes**

GROUPING STRUCTURE: **Whole group**

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

**Objective**  
Students will compare and contrast healthy behaviors of human beings and their pets.

## Materials/Preparation

- ➔ **Classroom Materials**
- Chart paper (one piece)
  - Markers
  - Blank paper (one sheet/student)
- 

- ➔ **Downloadable Materials**
- [www.nestleusa.com/healthysteps](http://www.nestleusa.com/healthysteps)
- Healthy Steps for Healthy Lives MyPlate poster or handout



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

## Opening the Activity

1. **Ask students what types of pets they have at home. Survey the class and create a tally chart on the board. Which type of pet has the most tally marks?**
2. **Ask students who takes care of the pets in their homes.** Listen for students who say they help take care of their pets. Ask students to name some of the things they do to take care of their pets.
3. **Tell students that they're going to learn about being healthy by creating a chart called a Venn diagram.**
4. **Explain that a Venn diagram is a chart that helps us compare two related topics.** They will compare things that people need to be healthy to the things that pets need to be healthy. For our comparison we will use a dog as the example of a pet.



## Leading the Activity

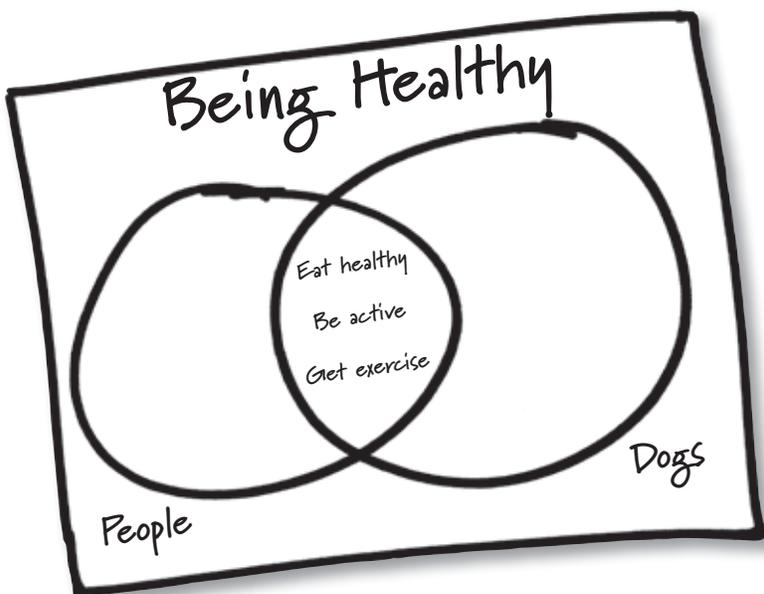
### 5. Introduce the Healthy Steps for Healthy Lives MyPlate poster.

- 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).

### 6. Draw two overlapping circles on chart paper. Write the title “Being Healthy” at the top of the chart. Label one circle “people” and the other circle “dogs”.

Ask students if eating healthy and being physically active are important for people, pets, or both.

- Ideal responses: Both, dogs need to eat nutritious foods and have exercise every day; I walk my dog because he needs exercise and it is something active for me to do too.
- Record “eat healthy and be active/get exercise” in the overlapping circle area on the Venn diagram.



### 7. On blank paper, have students draw their own copy of the Venn diagram as you model the process on the chart.

### 8. Brainstorm the things that help people and dogs to live healthy lives.

- As new ideas are suggested, as a class decide where they belong on the Venn diagram and record.
- If the healthy step is something that applies to both dogs and people, record it in the center of the diagram where the circles overlap.
- If the healthy step is something that applies to people only, record it in the “people” circle (in the non-overlapping area).
- If the healthy step is something that applies to dogs only, record it in the “dogs” circle.
- Use the clues on the poster to add specific ideas about eating healthy.
- As necessary, use the guiding questions and answers to help students generate additional ideas.

### 9. Look at the completed Venn diagram. What do students notice about healthy people and healthy pets?





Guiding Questions and Answers			
Healthy Steps		Answers	
Discussion topics	Questions	People	Dogs
<b>Sleep</b>	Is sleep important for people/dogs?	Yes, people need 8-10 hours of sleep per night.	
<b>Dental care</b>	What do we do to take care of our teeth? What would you do/do you do to take care of your dog's teeth?	<ul style="list-style-type: none"> <li>• Visit the dentist</li> <li>• Brush with tooth paste</li> <li>• Floss</li> <li>• Eat calcium rich foods</li> </ul>	<ul style="list-style-type: none"> <li>• Brush (with baking soda and water, do not use human tooth paste)</li> <li>• Eat dry, crunchy foods (helps remove plaque)</li> </ul>
<b>Vaccines</b>	Do vaccines help people/dogs stay healthy?	Yes	Yes
<b>Doctors visits</b>	Is visiting a doctor a healthy thing for people/dogs to do?	Yes, there are many types of doctors that help people.	Yes, the type of doctor that helps dogs (and other pets) is a veterinarian.
<b>Maintaining a healthy weight</b>	Does maintaining a healthy weight help people/dogs to stay healthy?	Eating healthy and being active helps people maintain a healthy weight. ChooseMyPlate.gov tells us the healthy amount to eat from each food group every day.	Owners maintain a healthy weight for their dogs by feeding them nutritious pet foods and exercising them regularly. Additional stress is placed on a dog's heart, lungs, and joints when he or she is overweight.
<b>Using safety equipment (e.g., helmets)</b>	Why is using safety equipment an important part of being healthy?	The proper safety equipment helps protect us from injury.	Owners use equipment to help protect dogs from injury (e.g., using a leash when walking the dog).
<b>Following safety rules</b>	Why is following safety rules an important part of being healthy?	Rules help protect us from injury and harm.	Owners follow rules that help protect pets and people (e.g., walking your dog in designated areas at the park).
<b>Wearing sunscreen</b>	Why is wearing sunscreen healthy?	Sunscreen protects a person's skin.	Dogs have their coats of hair and fur to protect their skin.
<b>Drinking water and/or fluids to stay hydrated</b>	What happens if people/dogs do not drink enough water?	People can become dehydrated.	Dogs can become dehydrated.
<b>Eating nutrient rich foods</b>	What nutrients do people need?	<ul style="list-style-type: none"> <li>• Vitamins</li> <li>• Minerals (e.g., Calcium and Potassium)</li> <li>• Protein</li> <li>• Carbohydrates (including Fiber)</li> <li>• Fat</li> </ul>	<ul style="list-style-type: none"> <li>• Vitamins</li> <li>• Minerals</li> <li>• Carbohydrates</li> <li>• Protein</li> <li>• Fat</li> </ul>
<b>Hand washing</b>	Is it healthy to wash our hands regularly?	Yes	N/A
<b>Bathing</b>	Is it healthy to take baths regularly?	Yes	Yes (sometimes dogs bathed often require a special shampoo to keep their skin from drying out).





Guiding Questions and Answers			
Healthy Steps		Answers	
Discussion topics	Questions	People	Dogs
Car riding: seat belts/booster seats	Is car riding safety important?	Yes	Yes, dogs should ride in the back.
Internet safety	How can you stay safe when using the computer?	Only use the computer with your parent's permission and only visit parent approved websites.	N/A
Screen time	Do dogs/people need to pay attention to how much time they spend watching TV, playing video games, or using the computer?	Yes	No
Food ingredients	How can we tell if packaged foods are healthy?	The nutrition labels on packaged foods help us to know what the food is made from and to determine if it is a healthy choice.	With the exception of water, commercial dog and cat foods identified as 100% complete and balanced contain all of the nutrients dogs need.

### Closing the Activity

### Modifications

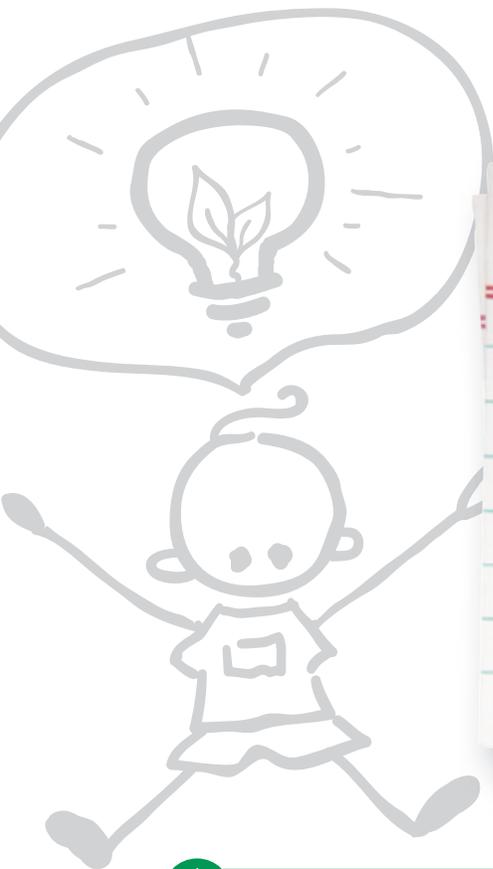
#### 10. How does taking care of pets also help us to be healthy?

- Ideal responses: It can help us to be physically active; Walking or bathing our pets is a way for us to be active too; Taking care of a pet helps me to learn to be responsible which helps me to feel happy – feeling happy is a part of being healthy.

#### 11. What are some ways you can help to take care of a pet even if you do not have one?

- Ideal responses: With my parent's permission and participation, walk dogs for an animal shelter; Help family members (e.g., grandparents) take care of their pets; Take a walk with my friend and their dog.

Extend the activity by having students research pets/animals of their choice and complete their own Venn diagram. Consider taking a field trip to a place that has to do with caring for pets (e.g., animal shelter, veterinary center, zoo, or pet store) to add real life experience to this activity.



**ThinkHealthy**

I know what being healthy means.

# Healthy Steps for Me

**17** ACTIVITY

GRADE LEVEL:  
**Primary**

TIME:  
**20 minutes**

GROUPING STRUCTURE:  
**Whole group**

SUBJECTS:

**Health**

**Science**

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



## Objective

Students will set a personal goal for nutrition and physical activity.



## Materials/Preparation

### ➔ Classroom Materials

- Sticky notes or index cards
- Blank paper (one sheet/student)



### ➔ Downloadable Materials

[www.nestleusa.com/healthysteps](http://www.nestleusa.com/healthysteps)

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



### ➔ Before the Activity

- Write the mystery word **HEALTHY** on the board in large visible letters. Cover each letter with an index card or sticky note.



## Opening the Activity

1. **Draw students' attention to the mystery word on the board.** Point out that the word has seven letters and that it is a topic that is very important to know about.
2. **Have students guess the mystery word.** Give students a clue about the word and invite one guess. If the guess is incorrect, uncover a letter and invite another guess. Continue to alternate uncovering letters and providing clues until a student guesses the word.

### Mystery Word Clues:

- The word you see here is a word for something that you are and something that you want the people that you care about to be.
- This word completes the blank in the sentence I am about to say. I am \_\_\_\_\_ because I brush my teeth every day.
- There are many things you do to be this way, like eating breakfast every day or riding your bike every day.
- Being this way helps our bodies grow.



- This is something that people are always saying to you, "Be \_\_\_\_\_".
- Adults and people who care about you want you to be this way.

3. **If all letters are uncovered and no one has guessed the word then count to three and have the students read it together.**

4. **Tell students that they're going to learn about important steps for being, eating, and moving healthy.**



## Leading the Activity

5. **Ask students what they think of when they see the words BE HEALTHY.**

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

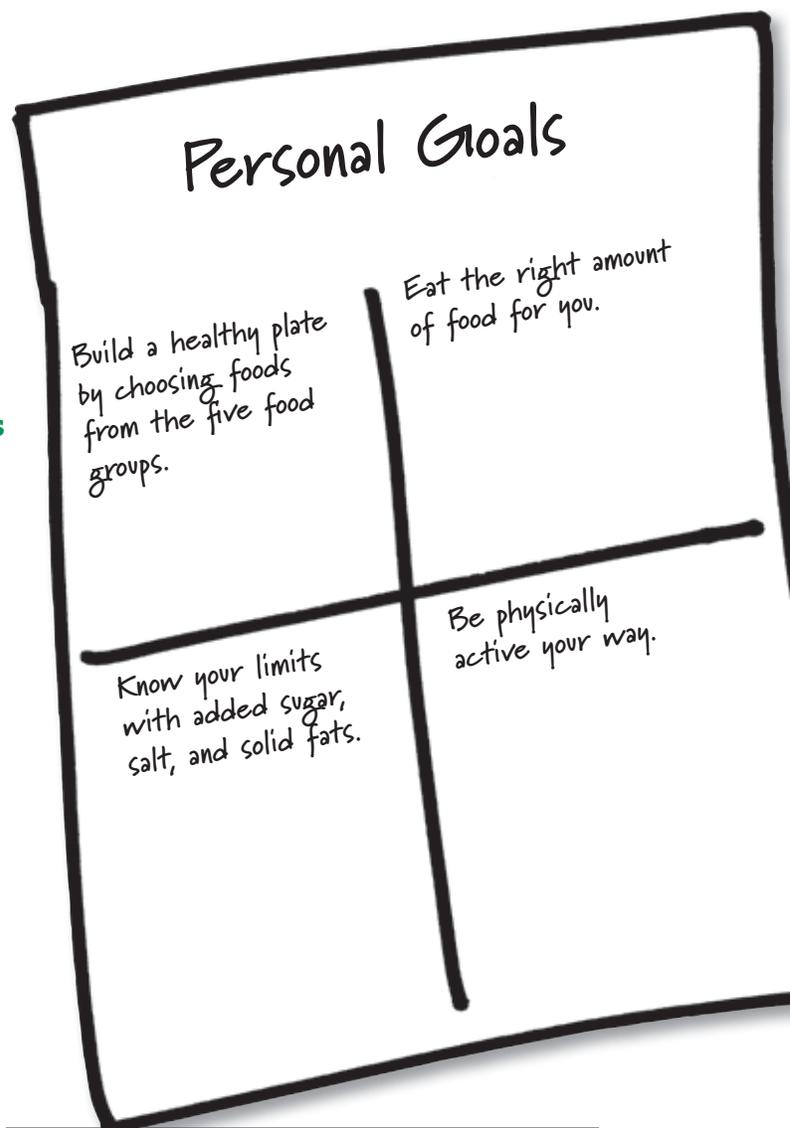
6. **Introduce the Healthy Steps for Healthy Lives MyPlate poster.**

- 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).

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

8. **On blank paper divided into four squares, have students set a personal goal for the following Healthy Steps for Healthy Lives MyPlate poster messages.**

- Build a healthy plate by choosing foods from the five food groups.
- Eat the right amount of food for you.
- Know your limits with added sugar, salt, and solid fats.
- Be physically active your way.





## Closing the Activity

- Students share one of their goals with the rest of the class.



## Modifications

For younger students, make this activity less challenging by having students draw pictures of their goals rather than write sentences.



## 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

##### Dairy

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

##### Grains

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

##### Protein

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

##### Oils

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

*continued next page*



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

### Discussion Points (continued)

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

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

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

We need to eat different amounts of each food group every day.

- A healthy meal starts with more vegetables and fruits and smaller portions of protein and grains
- Make skim or 1% milk the beverage with your meal or add other fat-free or low-fat dairy products
- Think about how you can adjust the portions on your plate to get more of what you need
- Avoid oversized portions
- The right amount of food for you depends on factors about you – such as your age and physical activity level
- Get your personal daily intake amounts at [www.ChooseMyPlate.gov](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 (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*





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

**3** ACTIVITY

# My Very Best Day

GRADE LEVEL:  
**Primary**

TIME:  
**60 minutes**

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

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



## Objective

Students will create a plan for a day of nutritious meals and physical activity.



## Materials/Preparation

### ➔ Classroom Materials

- Markers
- Crayons and/or colored pencils
- Large white construction paper (one sheet/student)



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

- MyPlate poster



### ➔ Before the Activity

- Post poster



## Opening the Activity

### 1. Ask students to think about their very best healthy day.

If they were going to have a day where they were as healthy as they could be, what types of things would they do?

- Ideal responses: Be active; Eat healthy; Sleep; Brush my teeth; Wash my hands; Be safe.

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

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

### 3. Tell students that they're going to use pictures, symbols, and messages from the poster to help them plan their very best healthy day.



## Leading the Activity

### 4. 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 10 and 11.



## 5. Explain the word

**“moderation.”** It

is important to eat foods with added sugar, salt, and solid fats in moderation.

### Vocabulary

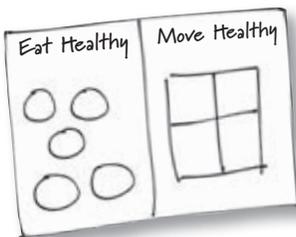
- **Moderation** –  
Being within reasonable limits;  
not excessive or extreme

## 6. Why is it important to eat foods with added sugar, salt, and solid fats in moderation?

- Ideal responses: Foods with added sugar, salt, and solid fats are less healthy; Hunger is a signal that our brain gives our body; We need healthy foods in order to grow and develop; If we fill up on foods or drinks with added sugar, salt, and solid fats and are no longer hungry, then our brains will tell our bodies that we are full before we eat the foods we really need. Added sugars and fats load foods with extra calories you don't need; Too much sodium may increase your blood pressure.

## 7. Students plan meals and snacks, physical activity, and other behaviors for one day.

Have students create a My Very Best Day Plan using a large sheet of construction paper.



- Place paper horizontally and fold in half. Unfold and draw a line over the crease.
- Label the left half “Eat Healthy” and the right half “Move Healthy”.
- Under “Eat Healthy”, draw five circles. Under “Move Healthy,” draw a square, divided into four smaller squares.
- The circles are plates. To build a healthy plate, draw three healthy meals and two healthy snacks. Don't forget to draw a cup next to each plate with a healthy drink. Look at the Healthy Steps for Healthy Lives MyPlate poster as you plan your meals. Use pictures and words to show your choices.
- The squares on the right are for bouts of physical activity. Try to accumulate the required 60 minutes of movement in bouts. Draw a picture; write the name and length of up to four physical activities.



- On the back, list three other healthy things that you plan to do.

## 8. Have students share their My Very Best Day Plans with a partner.



### Closing the Activity

## 9. Ask students to think of a goal for making every day their very best healthy day. Have students share their goals with the class.



### Modifications

Reduce the suggested time for this activity by having students use the planning template provided on Student Activity Sheet 2 (provided at [www.nestleusa.com/healthysteps](http://www.nestleusa.com/healthysteps) and [www.neahin.org/healthysteps](http://www.neahin.org/healthysteps)). Completing Student Activity Sheet 2 can replace step 7 for this activity. Students can tally the food groups and minutes of physical activity to evaluate their plans. To integrate math, use the numeric results on Student Activity Sheet 2 to create word problems (e.g., if you planned to eat two portions of vegetables and you needed five portions of vegetables, how many more vegetable portions would you need to eat in order to eat enough vegetables in one day?) For younger students, adapt this activity by completing it as a whole group. Make a transparency of Student Activity Sheet 2. Have students fill in their own copy as you complete one on the overhead projector.



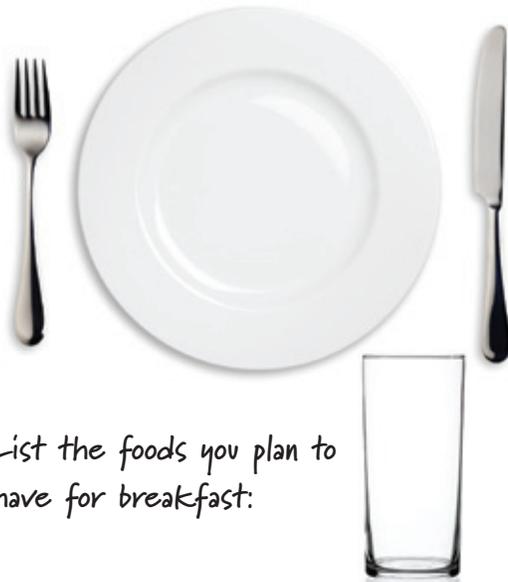


# My Very Best Day Planner

## 1 How do you plan to eat healthy?

### Breakfast

Draw your meal:



List the foods you plan to have for breakfast:

How many portions did you eat of each group?

Fruits \_\_\_\_\_

Vegetables \_\_\_\_\_

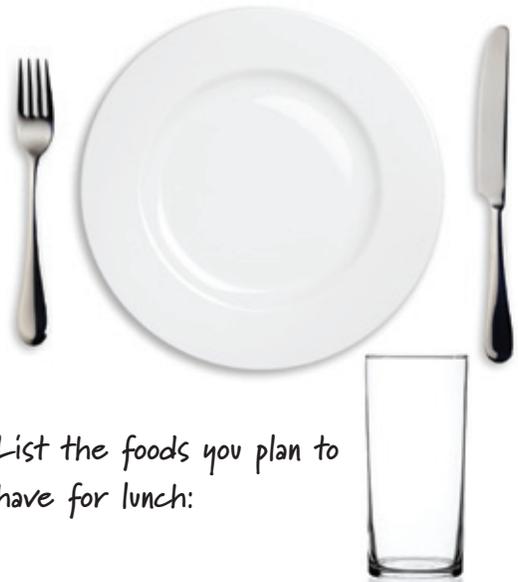
Dairy \_\_\_\_\_

Grains \_\_\_\_\_

Protein \_\_\_\_\_

### Lunch

Draw your meal:



List the foods you plan to have for lunch:

How many portions did you eat of each group?

Fruits \_\_\_\_\_

Vegetables \_\_\_\_\_

Dairy \_\_\_\_\_

Grains \_\_\_\_\_

Protein \_\_\_\_\_





# Dinner

Draw your meal:



List the foods you plan to have for dinner:

How many portions did you eat of each group?

Fruits \_\_\_\_\_

Vegetables \_\_\_\_\_

Dairy \_\_\_\_\_

Grains \_\_\_\_\_

Protein \_\_\_\_\_

## Planning Tips

- Make half your grains whole.
- Choose dark green, red, and orange vegetables.
- Choose 100% no-sugar-added fruit juice.
- Make half your plate fruits and vegetables.
- Choose fat-free or low-fat milk, cheese, yogurt.
- Choose lean meats and seafood.
- Choose water over sugary drinks.
- Get your oil from fish, nuts, and liquid oils such as corn, soybean, canola, and olive oil.
- Limit foods with added sugars, salt, and solid fat.

# My Very Best Day Planner

## Snack 1

 Draw a healthy snack:

Which food groups did you have in your snack?

Fruits \_\_\_\_\_

Vegetables \_\_\_\_\_

Dairy \_\_\_\_\_

Grains \_\_\_\_\_

Protein \_\_\_\_\_

## Snack 2

 Draw a healthy snack:

Which food groups did you have in your snack?

Fruits \_\_\_\_\_

Vegetables \_\_\_\_\_

Dairy \_\_\_\_\_

Grains \_\_\_\_\_

Protein \_\_\_\_\_





# 2 How do you plan to move healthy?

## My Very Best Day Planner

### Physical Activity 1

Draw a picture of this activity:

Name the activity:

How much time do you plan to spend doing this activity?

### Physical Activity 2

Draw a picture of this activity:

Name the activity:

How much time do you plan to spend doing this activity?

### Physical Activity 3

Draw a picture of this activity:

Name the activity:

How much time do you plan to spend doing this activity?

### Physical Activity 4

Draw a picture of this activity:

Name the activity:

How much time do you plan to spend doing this activity?





# My Very Best Day Planner

## 3 Circle three other things you will do to be healthy:



Go to bed on time

Wear my seatbelt/  
sit in a booster



Brush my teeth

Wear a helmet when  
I ride my bike



Wash my hands  
often

Wear sunscreen



## 4 Evaluate your plan:

### Did you EAT healthy?

	Total from your plan	Total portions needed each day	Put a 😊 if you ate the right amount. Put a ☹️ if you need to change your plan to eat more or less.
Fruits		3	
Vegetables		5	
Dairy		2 1/2	
Grains		6	
Protein		2	

Note: based on a 1,800-calorie pattern

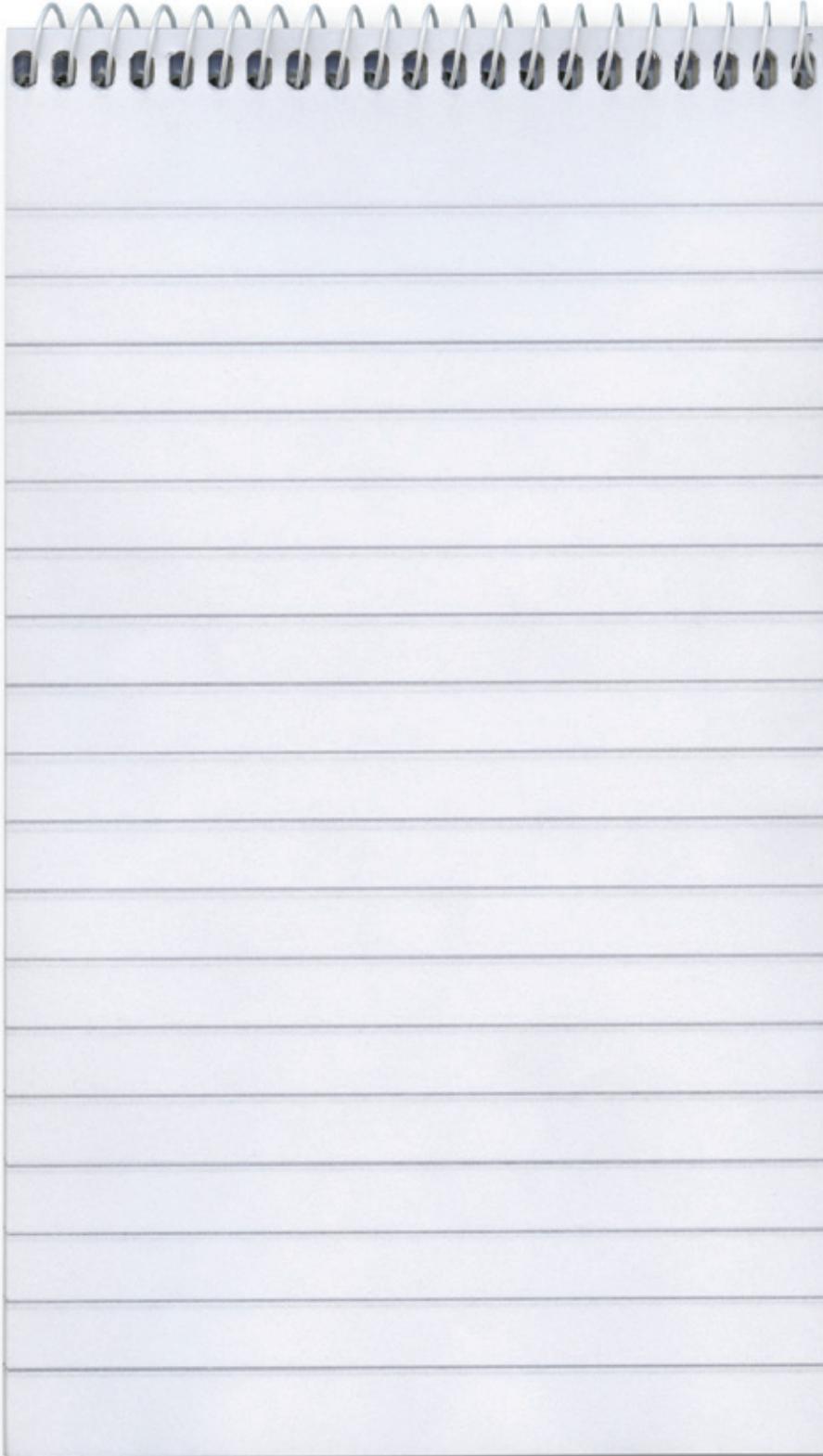
### Did you MOVE healthy?

Total minutes of physical activity from your plan	Total needed each day	Put a 😊 if you planned enough physical activity. Put a ☹️ if you need to be more active.
	60 minutes (minimum)	





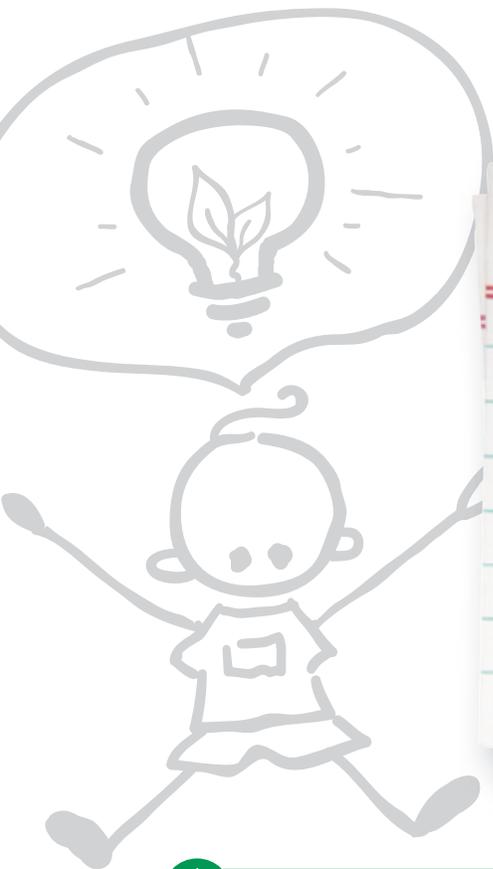
# 5 My Healthy Goal



My Very Best  
Day Planner

6 Draw and  
color a  
picture of  
yourself reaching  
your goal.





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

**16** ACTIVITY

# Nutrition Champions

**Objective**  
Students will classify foods into food groups, list common nutrients found in foods, and discuss the importance of good nutrition for athletes.

GRADE LEVEL: **Primary**

TIME: **45 minutes**

GROUPING STRUCTURE: **Whole group**

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

## Materials/Preparation

### ➔ Classroom Materials

- Chart paper (one piece)
- Markers
- Blank paper (one sheet/student)



### ➔ Downloadable Materials

[www.nestleusa.com/healthysteps](http://www.nestleusa.com/healthysteps)

- Healthy Steps for Healthy Lives MyPlate poster or handout



## Opening the Activity

1. Ask students to name some of their favorite sports and chart.
2. Refer to the chart and ask students if they can name teams or people who play each of the sports listed on the chart. As students provide names of teams and players, introduce the term athlete.
  - Athlete - a person trained in sports or contests involving physical agility, stamina, or strength; a participant in a sport, exercise, or game requiring physical skill and practice.
3. Are there any students who play sports? They are athletes, too. One day they may even want to become professional athletes when they are adults.
4. Introduce the Healthy Steps for Healthy Lives MyPlate poster.
  - The poster is a tool to help us learn how to think, eat, and move healthy.



- There are important symbols, pictures, and messages on the poster about moving healthy.
- The poster reminds us:
  - Be physically active your way.
  - Aim to be active for 60 minutes or more every day.
- Playing sports is a great way to get 60 minutes a day of physical activity.

**5. Tell students that they're going to learn about being healthy by discussing the importance of being healthy to athletes.**



**Leading the Activity**

- 6. An athlete's body is very important to them, and what they eat and how much they are active will directly impact how they do in their game or competition.** Just like you, athletes need to follow the advice from ChooseMyPlate.gov.
- 7. Other things they do to be healthy will affect performance as well.** Discuss other ways to be healthy (e.g., getting enough sleep, drinking water, frequent hand washing, brushing teeth regularly, wearing sunscreen, using appropriate safety equipment for sports and exercise) and why these are important for athletes too.
- 8. Good nutrition is important to athletes because they need a lot of energy. They get this energy from the foods that they eat and drink.** There are nutrients in the foods we eat called carbohydrates that give our bodies energy. Carbohydrates and other nutrients give athletes the fuel they need for their games and practices. Healthy foods provide



athletes with nutrients that are important after game or practice too. Athletes need strong muscles. Protein is an important nutrient for building strong muscle.

**9. Most athletes utilize something called sports nutrition to maximize their performance.**

**Discussion points: Sports Nutrition**

- Sports nutrition is guidance that an adult athlete uses to help him or herself make healthy choices about what they eat and drink in order to be the best they can be at their sport or competition.
- Sports nutrition helps athletes eat healthy foods that provide their bodies with the right amount of energy for endurance, speed, and accuracy at their sport or event.
- It also helps athletes to stay hydrated. It is important to stay hydrated because when you are active your body loses water through sweat.
- It is important for athletes to have fluids before, during, and after their game, competition, or practice session.



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

### 10. Introduce the five food groups.

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

- ### 11. Discuss the common nutrients found in the food groups and the health benefits of the nutrients.
- As you share the information with students, ask why each health benefit is important for an athlete.

#### Health Benefits

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



- ### 12. Have students stand in a circle.
- Give each student a food card. Have students say the name of their food, identify the food group it belongs in, and tell why it would be an important food for an athlete to eat.

- Ideal response: My food is whole-grain bread, it belongs in the Grains Group, it is important to an athlete because it provides carbohydrates for energy.

- ### 13. Have students return to their seats. Ask students if they think it is possible to eat too much of a certain food.

- Answer: Yes. It is important to eat a balanced diet. Eating only strawberries wouldn't be healthy because our bodies wouldn't get the variety of nutrients that they need, and neither would eating only apple pie. We need to get the right amount of calories and nutrients each day for our bodies. It is possible to eat enough calories from foods with high amounts of added sugars and fats, but not get all of the important vitamins and minerals we need.



## 14. Explain calories and discuss why it is important for an athlete to be aware of their caloric intake.

### Discussion points: Understanding Calories

- The foods we eat have calories.
- A calorie is 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.
- Athletes need to pay special attention to 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.
- Athletes need more calories because they are very active and use more energy.
- A person who is not physically active should eat fewer 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.
- The lesson we can learn from athletes is to make our food and drinks work for us.
- We need to balance our daily calorie intake with the amount of energy we use. This is what athletes do in order to give their best performance.
- Students your age need enough energy to do well at school and be active every day.



### Closing the Activity

## 15. Ask students if an adult professional basketball player and an elementary school student playing basketball at recess would need to eat the same amount of food every day.

- Ideal response: No, they are different ages and sizes and most importantly they have different levels of physical activity.



### Modifications

Extend this activity by inviting a local athlete into your classroom as a guest speaker. Have the athlete talk to students about the importance of good nutrition and physical activity.





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

**2** ACTIVITY

# Quiz the Teacher

GRADE LEVEL:  
**Primary**

TIME:  
**45 minutes**

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

SUBJECTS:  
**Health**

**Science**  
**English Language Arts –  
listening, writing, and  
speaking**



## Objective

Students will discuss the health concepts represented on MyPlate.



## Materials/Preparation

### Classroom Materials

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



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

- MyPlate poster



### Before the Activity

- Post poster



## Opening the Activity

1. **Introduce the Healthy Steps for Healthy Lives MyPlate poster to the class.** The poster helps us remember how to eat and move healthy.
2. **Tell students that they're going to learn about the messages and symbols on the poster.** Build excitement by letting students know that later on in the activity, they will have a chance to stump the teacher by asking you questions about the MyPlate poster while you cover your notes.



## Leading the Activity

3. **Explain the pictures, symbols, and messages on the poster** using the Taking a Closer Look: Healthy Steps for Healthy Lives MyPlate Poster Discussion Points. Give each student a piece of blank paper. Have students turn the paper horizontally and draw a place setting with a plate and bowl (similar to the MyPlate icon on the poster). Students will color and record information as you explain the poster.



➡ **Symbol:** MyPlate icon

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

Have students draw and color each food group section the correct color and approximate portion of the plate. Write the name of each group on the section.

➡ **Symbol:** Pictures of foods from the five food groups

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

Next to each food group section on the plate, have students draw a picture of a favorite healthy food that belongs in each food group.

➡ **Symbol:** Different sized color sections on the MyPlate icon

**Message:** Eat the right amount of food for you.

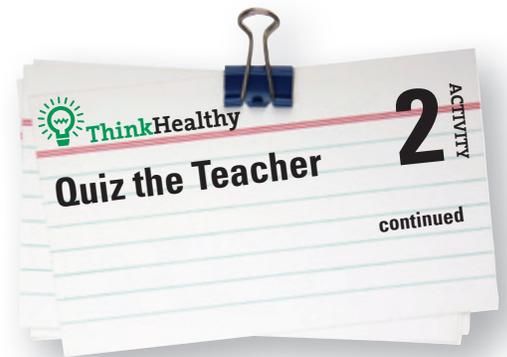
Next to each food group section on the plate, have students record the amount they should eat of each food group every day. The amounts provided on the poster are estimates for children in your age range who are active for at least 60 minutes every day.

- Grains = 6 ounces
- Vegetables = 2 ½ cups
- Fruits = 1 ½ cups
- Dairy = 2 ½ cups
- Protein = 5 ounces

➡ **Symbol:** The pictures of the kids being active

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

Have students draw a picture of their favorite physical activity and record the number of minutes of physical activity that they should aim for every day (at least 60 minutes).



## Sample Quiz the Teacher questions

- How many food groups are there?
- What food group do nuts belong in?
- How many minutes should we move for every day?
- Name the five food groups.
- How much do we need to eat or drink from the Dairy Group every day?

4. Explain the directions for Quiz the Teacher (steps 6 - 9).
5. Ask students to write one question and answer for Quiz the Teacher on the back of their paper.
6. Take one final look at the poster. With your back to the poster and your notes covered, have students quiz you by taking turns asking you their questions. (Students are allowed to look at their notes and the poster, you are not.)
7. Keep score on the board with a column for “Teacher” and a column for “Class”.
8. Put a tally mark in the “Teacher” column if you answer the question correctly. Put a tally mark in the “Class” column if you give the wrong answer; the student then has to give you the answer, and/or you have to look it up.
9. After every student has a turn to ask a question, tally the points to determine the winner (you or the class).





## Closing the Activity

### 10. Ask students to list other things we do to be healthy besides eating right and being active.

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

### 11. Students draw and label a new clue (symbol) to represent one of the additional healthy behaviors discussed.

### 12. Students share new clues and pictures with a partner.



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

### Discussion Points

#### THINK HEALTHY

➔ **Symbol/Pictures:** MyPlate icon

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

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

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

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

#### EAT HEALTHY

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

➔ **Message:** You can build a healthy plate by choosing foods from the five food groups.

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

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

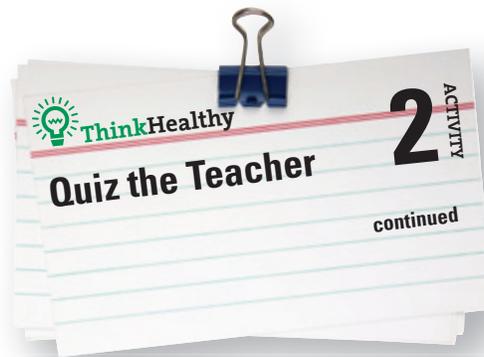
##### Vegetables

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

##### Fruits

- Fresh, frozen, canned, and dried fruits, or 100% fruit juice all count (choose fruits canned in their own juices and not in heavy syrup which adds extra calories)
- Use fruits as snacks, salads or desserts
- Eat 1 ½ cups every day

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## Modifications

Reduce the suggested time for this activity by having students use the MyPlate template provided on Student Activity Sheet 1 (provided at [www.nestleusa.com/healthysteps](http://www.nestleusa.com/healthysteps) and [www.neahin.org/healthysteps](http://www.neahin.org/healthysteps)). Completing Student Activity Sheet 1 can replace part of step 3 for this activity. There is also a place for students to record their Quiz the Teacher question on Student Activity Sheet 1. Extend the activity by repeating the game. Each time you play, challenge students to develop more difficult questions for you which will deepen their understanding of the topic. Make this activity more inclusive by turning it into a cooperative learning activity. Have students work in small groups to play the game, taking turns trying to stump each other. Consider hosting a Quiz Me About MyPlate tournament.



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

### Discussion Points (continued)

#### Dairy

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

#### Grains

- Choose foods that name a whole grain first on the 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
- 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.

- Make skim or 1% milk the beverage with your meal or add other fat-free or low-fat dairy products

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

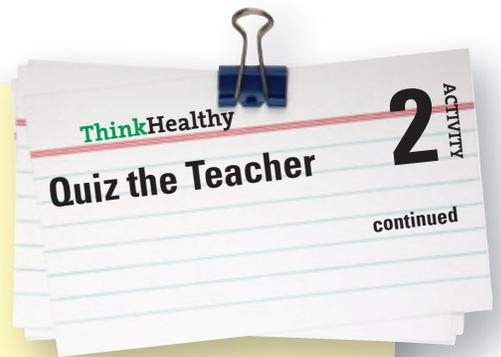
➔ **Symbol/Pictures:** Pictures of active kids

➔ **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*





## Student Activity Sheet 1

# Quiz Me About MyPlate

**1**

Color each section of the plate and the cup and write the name of each food group.

**2**

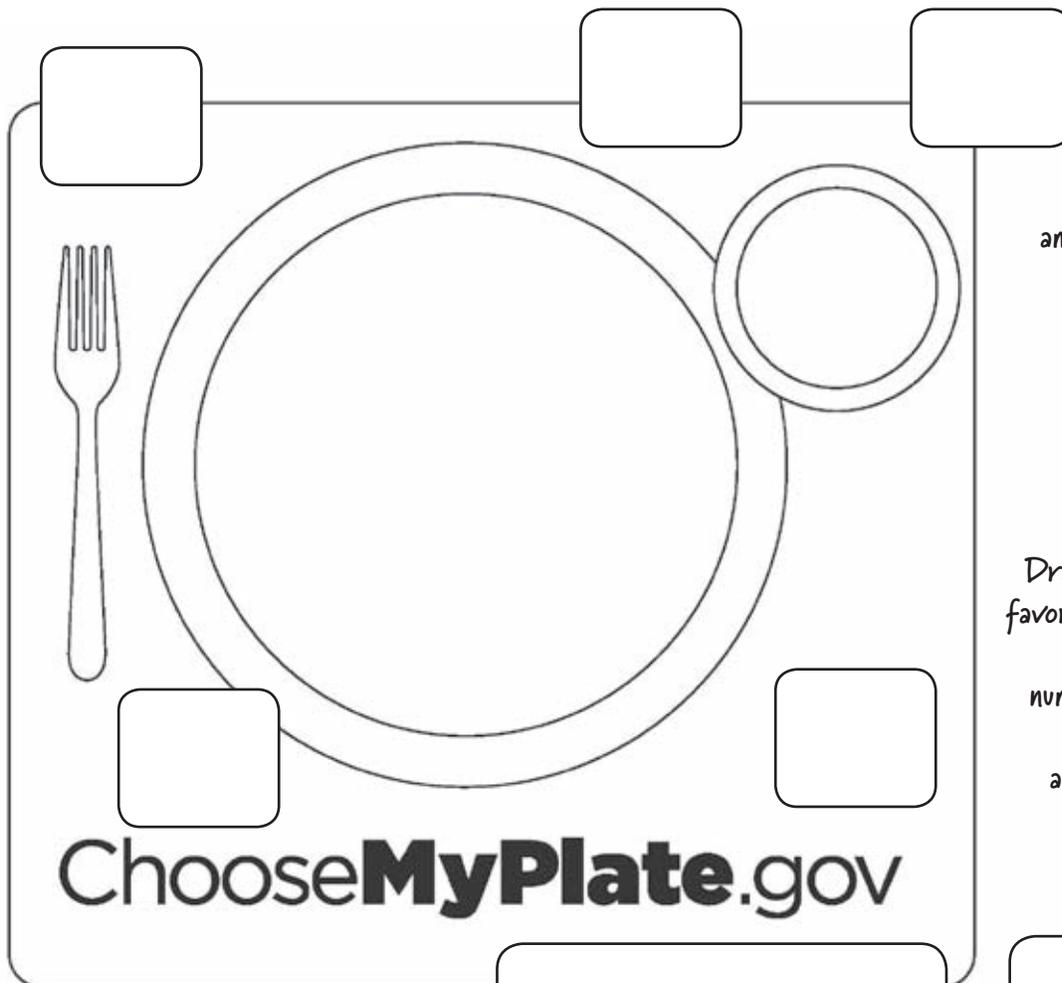
Draw a healthy food that belongs in each section.

**3**

In the box beside each section, record the amount we should eat of each group every day.

**4**

Draw a symbol for your favorite physical activity and record the number of minutes that you should aim to be active for every day.



USDA Center for Nutrition Policy and Promotion

Be physically active your way

Get at least

minutes of physical activity every day.





# Quiz Me About MyPlate

My Quiz the Teacher Question:

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Answer:

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How I know the answer:

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