School Resource Kit

Information for Teachers

Greetings! We know how busy you are and want to thank you for taking the time to help your students develop healthy eating and physical activity habits. Here you will find a host of fun-filled activities to follow up the FOODPLAY program in your classroom. These activities, complete with reproducible student activity sheets, are designed to help you integrate nutrition and health into core curriculum areas and empower your students with the skills needed to take charge of growing up healthy and fit.

Please visit us at www.foodplay.com for more fun-filled nutrition activities, resources, and programs! We look forward to coming back to your school again soon!

- **15 Quick & Easy Follow-up Activities**
- **Teachers' Activity Guidebook**
- **Official FOODPLAY Song Sheet**

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FOODPLAY's
Top 15 Quick and Easy
FOLLOW-UP ACTIVITIES

Here are some quick and easy activities to help keep the FOODPLAY messages alive in class. Note that activities are coded by curriculum areas to help in your planning.

1. Hold a simple discussion following the show with such questions as:

- **How did you like the show?**
- **What were your favorite parts?**
- **What did you learn?**
  (Examples: There are ten teaspoons of sugar in a can of soda; we need to eat at least 5-9 servings of fruits and vegetables every day; it is important to eat breakfast every day; what you eat affects how you feel and how healthy you are.)
- **Will you be doing anything differently after seeing FOODPLAY?**
  (Some popular responses are -- cut down on soda; eat breakfast more often; try to eat more fruits and vegetables; cut down on junky snacks; drink more low-fat milk; exercise every day; watch less TV; read food labels; choose healthier fast foods.)

2. Healthy Snacktime: When you return to your classroom, review the "Healthy Snack Cards/Top 10 Tips" (received at show) with students. Choose one day per week to hold a "Healthy Snack Day" when you encourage students to bring in healthy snacks. You may even want to have a "show and tell" where each child shows his or her snack and shares what is healthy about it. **(Health)**

3. Letter Writing: Have children write letters to the Coach and Johnny/Janey about what they learned from FOODPLAY. Popular topics include: "my favorite parts of the show were…" and "the things I want to change about my eating and exercise habits are…" Alternatively, have children make drawings or paintings of their favorite parts of the show and send them back to FoodPlay Productions, 1 Sunset Avenue, Hatfield, MA 01038, or email info@foodplay.com. We love to get feedback from the students and teachers. We'll even send your class a "Thank You" note! **(Writing)**

4. Art Activity: "**You Are What You Eat!"** On big sheets or rolls of paper make a life-size outline of each student. Then have each child fill theirs up with cut-out pictures of their favorite healthy foods from magazines and newspapers or have them draw their own pictures. **(Art)**

5. Read It Before You Eat It! After the show, have students examine their own snacks and "Read It Before You Eat It!" to determine what is really in the foods they're eating and drinking. They can try to identify different types of sugar, look up ingredient names in the dictionary, or figure out the fat content of their snacks. Remember, always check the serving size of a package since many food and beverage products contain more than one serving per package, and calculations have to be adjusted. **(Reading)**

6. FOODPLAY Raps: Have children sing the rap songs on next page. Invite children to create their own songs, raps, or poems celebrating healthy foods or healthy choices. Perhaps groups of children can sing these over the loudspeaker at morning announcements. **(Music)**

7. Do the "Soak in the Coke Routine": Place a tooth, bone, or iron nail into a glass of cola and let it soak for 24 hours. Yeech! **(Science)**

-More-

8. Soda Naturale! Have students make their own soda, naturally, by combining a half glass of seltzer with a half glass of their favorite 100% fruit juice. For a fun activity, have children make up a name for their soda, create a label out of paper or label paper, and write a jingle or advertisement for it. You can even have them bring in washed soda bottles to recycle and turn them into their newly created "Soda Naturale." **(Health)**

9. Red Light, Green Light: Make a red light, green light poster and have students review their snacks to see which are green light snacks or "go" foods (foods that are rich in nutrients and low in fat, sugar, and salt) and which are red light snacks or "whoa" foods (products that are low in nutrients, and high in fat, sugar, and salt). Turn it into a poster and hang on the wall. For older children, make a green light, yellow light ("slow" foods), red light. Use the yellow light for foods that can be eaten more often, but not all the time. **(Health)**

10. Snack-Attack Contest: Divide students into groups and have them design their own healthy snack or do a take-off on the "Iron Chef" Cooking Show. Provide parameters such as each group must use foods from at least 2 food groups in their snack. Once created, have them come up with an advertising campaign to promote their snack. Then, have a Snack Fair with snack stations where children can create the different snacks and everyone gets to taste them. Or, have a contest for the winning snack or put together a classroom snack cookbook (no cooking needed) and use it as a fundraiser for a class party or outing. Please send us a sample book for our FOODPLAY scrapbook! Thanks! **(Health)**

11. Snack Record: Have students keep a daily snack record for at least one week. Have them review their own or each other's records and offer suggestions on ways to improve. You may want to give out incentives for those who eat green light snacks every day. Your choice! **(Health)**

12. Pyramid Power: Check out the website, **www.mypyramid.gov**, for more information, downloads and activities. Put up a large poster of MyPyramid: (use a poster or draw an outline on the chalkboard) and have students create one at their desks. Have students divide up their lunches, either from home or school, into the correct food groups. Do this one day each week to help get students familiar with the different food groups. On the older Food Pyramid, sugary or high-fat foods belong in the "Fats and Sweets" group, and should be eaten only once in a while. On the new MyPyramid, sugary treats do not belong on the pyramid but are considered "extras." The more physcially active a person is, the more wiggle room s/he has for extras. **(Health)**

13. Pin the Food on the Pyramid! Collect food pictures and make or purchase a MyPyramid Poster from **www.mypyramid.gov**. Distribute the food pictures and have students come up and try to "pin" the food onto the correct food group. You may want to use velcro, scotch tape, or push pins if on a bulletin board-like surface. Go to **www.mypyramid.gov** for graphics and more information. **(Health/PE)**

14. Active Pursuits: Lead your class on walks. Give them a theme so that as they walk, they can talk to each other. You can call this activity "Walk and Talk." For example, talk about your favorite animal, trip, singer, etc. Or turn the walk into a scavenger hunt, where on each trip you give children one or two things to find on the way (such as an acorn, maple leaf or stick) or to see (such as a license plate from another state, a type of tree, or a color of a house). **(PE)**

15. Still Life Masterpiece: Show students still life paintings of fruits and/or vegetables by famous artists. Put together your own beautiful arrangement of fruits, vegetables and healthy foods. You may wish to bring in some special food from other countries. Have children paint or draw their own still life pictures, then post the pictures up around the classroom, in the hallway, or in the cafeteria. After the painting process is over, have kids enjoy tasting the foods after they have been washed and cut. **(Art)**

For tips, activities, handouts and fun-filled resources: visit **www.foodplay.com**

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Teachers' Activity Guidebook

Written by Barbara Storper, MS, RD

FOODPLAY® productions
Turning kids on to healthy habits!

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Teachers' Activity Guidebook

By Barbara Storper, MS, RD

Edited by Jennifer Goodheart and Lauren Marciszyn

FoodPlay Productions is an Emmy Award-winning nutrition theater and media company that presents national touring live theater shows for school assemblies, conferences, and special events. The company also produces video and DVD kits, books, curricula, media campaigns, exhibits, and hands-on resources to turn children on to healthy eating and exercise habits. Founded in 1982 by Barbara Storper, MS, RD, a leader in the field of children's nutrition, FoodPlay Productions has reached over three million school children and has been widely featured in the national media.

For more nutrition information, activities, and fun-filled resources or to bring our live FOODPLAY theater shows to your schools and special events, contact us at:

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About This Book

Dear Educator,

Greetings! We know how busy you are, and we wish to thank you for taking the time to share this essential health information with your students. Good eaters make great learners, and it is well known that children who learn healthy eating and exercise habits when they're young have a much better chance of maintaining healthy lifestyles as adults.

The activities in this guidebook encourage children to develop the critical decision-making skills needed to evaluate media messages and peer group pressures in order to make their choices healthy ones. The activities have been designed to help educators integrate nutrition into core curriculum areas (math, language arts, social studies, and science), as well as to help meet nutrition, physical education, and comprehensive health standards. Each activity is labeled in the upper right hand corner with its corresponding curriculum area. For additional information to assist you with teaching this material, please see "Background Nutrition Information," beginning on page 61.

Thank you for sharing this curriculum with your students! Write to us at **info@foodplay.com** with your feedback, and visit us at **www.foodplay.com** for fun activities, creative resources, and to find out how to bring our live FOODPLAY theater shows to your schools, conferences, and special events.

It takes a healthy village to raise a healthy child. We look forward to working with you!

Sincerely,

Barbara Storper, MS, RD
Executive Director, FoodPlay Productions

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***These activities are especially geared toward lower elementary grade levels.**

Introduction

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Section A:
Description of Sections

Description of Sections in Activity Guidebook

1. **Balancing Your Diet**
   Students will learn how to create a balanced diet by choosing a variety of foods from each food group.

2. **Breakfast and The Scoop on Sugar**
   Students will discover the importance of eating a nutritious breakfast. They'll take a closer look at breakfast cereals and learn how much sugar they contain. They'll also learn how to find the main ingredient of a product and the different types of sugars it contains by reading the ingredient label.

3. **Lunch and Where Fat Is At!**
   Students will learn how much fat is in popular foods and understand how to make healthier choices at home, school, and when eating out.

4. **Soda, TV Commercials, and Keeping Active**
   Students will uncover the ingredients of America's most popular beverage - soda! They'll learn how to critically analyze food advertisements and figure out how much money they spend on soda each year. Students will also explore the importance of physical activity and the different ways to have fun being active every day.

5. **"Read It Before You Eat It!"**
   Students will continue working with ingredient labels and learn how to read the "Nutrition Facts" label in order to make the healthiest food choices.

6. **"Snack-Attack!" and Finale**
   Children will learn how to choose healthy snacks at home and on the run. They'll also get practice keeping and analyzing a personal food and activity journal and learn how to take small steps to improve their lifestyle choices. They'll also learn that choosing fresh foods over processed, packaged food products is better for their health as well as the health of the planet!

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Section B:
Questions for Discussion & Writing Prompts

LANGUAGE ARTS

The following questions can be used for class discussion or as writing prompts for Language Arts activities. You'll find useful information to help with your discussions in "Background Nutrition Information."

Section One: Balancing Your Diet

1. Name the five food groups that make up a balanced diet. Why is it important to eat a variety of foods from each group every day?
2. How do each of the five food groups—grains, vegetables, fruits, milk (calcium-rich foods), meats & beans—help your body to grow and stay healthy?
3. Why is it not a good idea to eat too many foods that are high in fat and sugar? Is there a place in the diet for these foods? Explain.
4. Why is sugar a poor source of energy? How does it promote tooth decay?

Section Two: Breakfast and The Scoop on Sugar

1. What does the word "breakfast" really mean? (Answer: Break the fast.) Why is it considered the most important meal of the day?
2. What happens to JJ at the beginning of the show? Have you ever done what JJ did — eat sweets instead of something nutritious for breakfast? Did your energy level go up and then down? Describe how it made you feel.
3. What is your usual breakfast? Your favorite breakfast? The weirdest breakfast you've ever eaten? What do kids in other countries eat for breakfast? Have you ever had leftovers for breakfast? What were they?
4. Have you ever skipped breakfast? Did you feel any different than you feel on the mornings when you have had breakfast? Describe your feelings. Does a "car without gas" description fit you on these mornings? Explain.

Section Three: Lunch and Where Fat Is At!

1. Why is some fat important to the body? Discuss its role in keeping a body healthy. (Fat provides fuel, insulation, and protection to our organs. It is also necessary for healthy skin and hair, vitamin transport and proper regulation of hormones.)
2. What are some of the health problems associated with consuming too much fat?
3. All fat is not created equal. Discuss the differences between healthy fats (monounsaturated fats and polyunsaturated fats) and unhealthy fats (saturated fats, trans fats, hydrogenated vegetable oils). Have students look at their packaged snack foods to see what kinds of fats are used.
4. What are some ways that you can limit the amount of fat in your food? Examples: Use mustard instead of mayonnaise; eat plain popcorn instead of chips; choose lower fat meals when eating out.

Section Four: Soda, TV commercials, and Keeping Active

1. Why is it important to get some kind of exercise every day? What are your favorite ways to exercise?
2. What are some of the active things you like to do when you're not watching TV? Suppose your friend watches too much TV and you want to help her/him cut down. What could you say about your favorite activities to convince your friend to turn off the TV and join you in some of them?
3. The coach tells JJ that even though rock stars, movie stars, and athletes advertise soda, they don't necessarily drink it! Discuss how different ads are misleading.
4. What is an advertisement? Why do you think a famous person would promote a food or beverage? Does this mean they use the product themselves? Has one of your favorite stars ever promoted a product on a TV commercial? Did this convince you to want to buy the product? Why or why not?
5. How many teaspoons of sugar are in a twelve-ounce can of soda? Answer: There are ten teaspoons in a typical can of soda. What other ingredients are found in soda? Is drinking diet soda a good alternative? Why not? Name some beverages that are healthier to drink that taste good, too.

Section Five: "Read It Before You Eat It!"

1. How can you tell what ingredients are in the foods you eat? How can you identify the main ingredient? Answer: Ingredients are listed in order by weight with the main ingredient listed first. If you were offered your choice of two crackers, one containing "sugar, flour, eggs, and oil," and the other containing "flour, sugar, eggs, and oil," which choice would be healthier for you? Why? The answer is the second cracker, since flour is the main ingredient. Take any snack food, and ask students to determine how many kinds of sugar, fat, and salt (sodium) are listed on the label.

Section Six: "Snack-Attack" and Finale

1. What are some foods that start out fresh and then are processed by adding fat, sugar, and/or salt, and then sold packaged? E.g., apples into apple pie, potatoes into chips.

2. Name two reasons why it is better to choose fresh over processed foods whenever you can. Explain that fresh is best for your health because it usually has less fat, sugar, salt, and additives, and more vitamins, minerals, and fiber; is often less expensive; and is better for the health of planet. Processed foods not only require resources to make, but create more garbage and waste.

3. "Good for me, good for us, good for the planet!" Discuss how choosing foods that are healthy for people wind up being good for the planet as well. What are some food choices children can make that will also help the planet by using less energy and creating less waste? Answers include making snacks from fresh fruits and vegetables instead of buying processed, packaged products; recycling cans, bottles, and containers; growing a vegetable garden; buying fresh produce at farmers' markets; and belonging to CSAs (Community Supported Agriculture).

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SECTION ONE:
Directions & Activity Sheets

Balancing Your Diet

Learning Objectives:

1. Students will learn how to use MyPyramid to plan healthy meals and snacks.

2. Students will understand the importance of eating fruits and vegetables.

3. Students will be able to distinguish between healthy and unhealthy alternatives and understand the advantages of choosing healthy options.

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Activity #1:
The Fruit & Vegetable Juggle

HEALTH/PE

This activity is especially geared toward lower elementary grade levels.

Directions:

1. Review the MyPyramid information in the "Background Nutrition Information" on pages 62–66 and the "Answer Key" on page 54 for a list of possible fruit and vegetable answers.

2. Copy and distribute **Activity Sheet #1**.

3. Have students draw pictures of their favorite fruits and vegetables in the juggling balls and then color them in.

4. Hang the students' pictures on the classroom walls.

Additional Activity:

Have students play "Food Tag" together as a way to increase physical activity and learn more about fruits, vegetables, and MyPyramid. In this game, one person is chosen to be "it" and he or she must tag the other players. The other players must "freeze" in place when they are tagged. Other students who have not been tagged can free the tagged students by tapping them and yelling out a food, fruit, vegetable, etc.

This continues until the "it" person has tagged everyone and the last person to be tagged becomes "it" for the next game. Some categories for this game can be fruits, vegetables, or another of the food groups.

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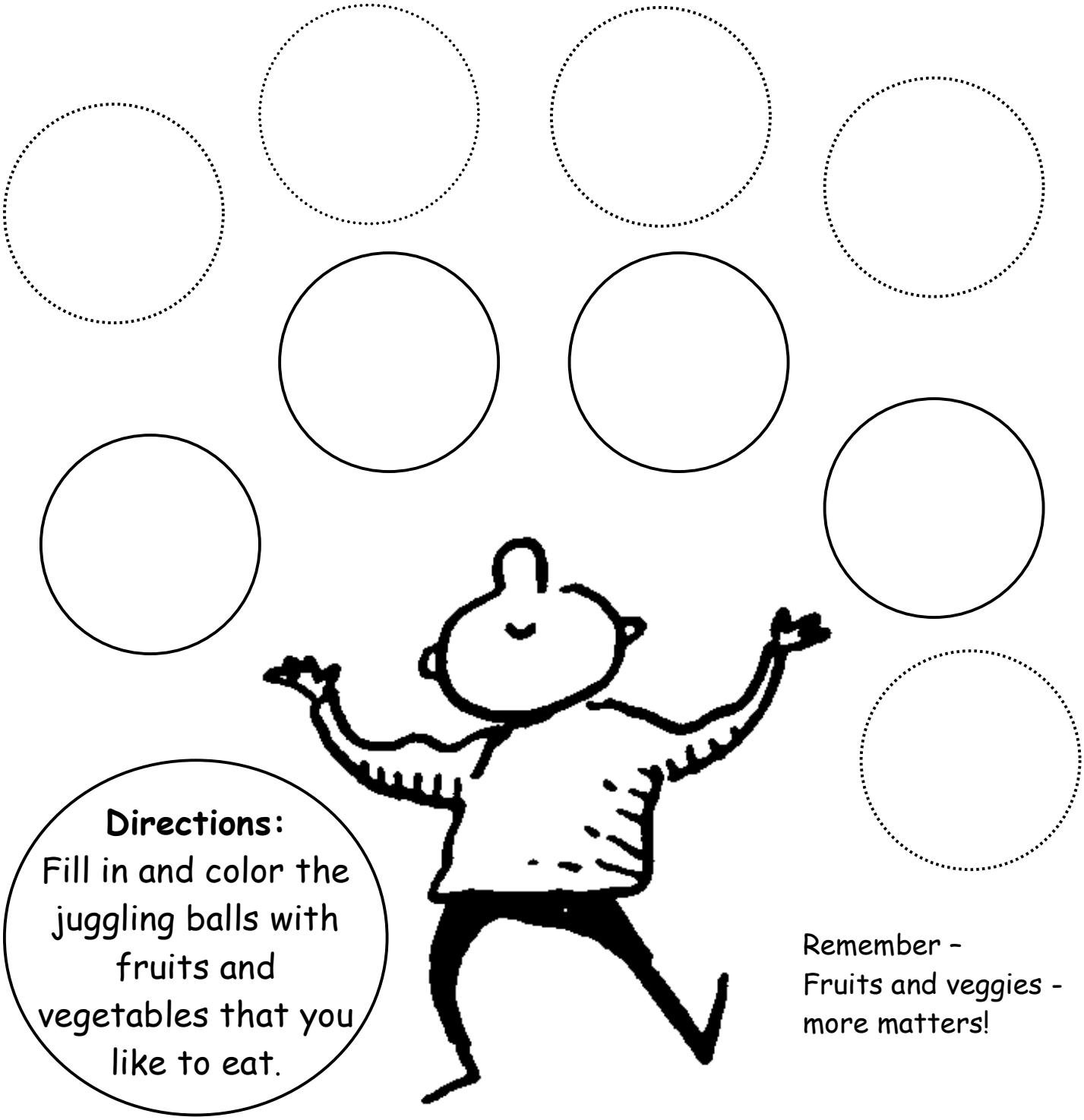
The Fruit & Vegetable Juggle

Name _____ Activity Sheet #1



Directions:
Fill in and color the juggling balls with fruits and vegetables that you like to eat.

Remember –
Fruits and veggies - more matters!

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Activity #2:
Janey's Fruit & Veggie Makeover

HEALTH

Discussion:

- Before beginning this activity, discuss the value of eating fruits and vegetables every day. The USDA recommends that children get at least 2 cups of vegetables and 1½ cups of fruit each day. Fruits and vegetables provide the body with a "big bang for the buck"—a wide variety of vitamins, minerals, and fiber for their calories. They're also low in fat and have no cholesterol. But the best thing about fruits and vegetables is that they're sweet, crunchy, delicious, and fun to eat!

- Discuss why it is not a good idea to eat too many foods that are high in fat and sugar, and have students come up with alternative fresh options using fruits and vegetables.

Directions:

1. Copy and distribute **Activity Sheet #2**. (Refer to "Answer Key" on page 55.)

2. Individually or as a class, have students help JJ do a "meal makeover" and replace some of the higher fat, sugary and fake food products with healthier options. For example, 100% whole-grain cereal with cut-up fruit is a better choice than a sugary cereal like Sugar Smacks.

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JJ's Fruit and Veggie Makeover!

By Food Coach: _____ Activity Sheet #2
(Your name goes here!)

Here are the foods JJ ate today. Help JJ get more fruits and vegetables by replacing some of the higher fat, sugary, and fake "fruit" products with real fruits and vegetables, and by adding healthier choices. Don't be fooled by products that sound like fruits and vegetables but are really junk foods in disguise. Try to go for the real thing—fresh fruits and vegetables—they're nutritious and delicious!

(Note: 100% fruit juice counts as real fruit, but it's best to get most of your servings from whole fruits since juice has less fiber and more calories.)

JJ's Breakfast:	**New and Improved:**
Bowl of Sugar Smacks Cereal	_____
Milk	_____
	_____

JJ's Lunch:	**New and Improved:**
Hamburger	_____
Fries	_____
Apple Pie	_____
Strawberry Milk Shake	_____

JJ's Snack:	**New and Improved:**
Grape fruit roll-ups	_____

JJ's Dinner	**New and Improved:**
Fried Chicken	_____
Macaroni and Cheese	_____
	_____
	_____

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Activity #3:
MyPyramid Activity

HEALTH

Directions:

1. Hang a MyPyramid poster or draw MyPyramid on the board and review the food groups and the number of daily servings suggested for each group. (Refer to the MyPyramid information on pages 62–66 in "Background Nutrition Information.") Note that fats and oils are represented by a small yellow band to indicate that they should be used sparingly. Sweets are no longer represented graphically in the pyramid. They should be considered "extras" and eaten sparingly.

2. Write the five food groups in columns on the chalkboard.

3. Ask students to name as many foods as they can that belong in each group. Write each suggestion under its proper food group heading.

4. Copy and distribute **Activity Sheet #3** for students to complete.

5. Instruct students to color in the blank pyramid with the appropriate food groups' colors. Have students draw a line from the foods surrounding the pyramid to the appropriate food group in the pyramid. Students may also want to draw in their favorite foods from each food group.

6. Have students draw their favorite physical activities on the stairs of the MyPyramid.

7. After students have completed the activity sheet, have them discuss some of their favorite foods and why they like them.

Tip:

Many meals are combinations of foods from more than one food group. For example, pizza has servings from the grain group (crust), milk group (cheese), and vegetable group (tomato sauce). Use this activity to discuss how different food combinations can be divided among the different sections of MyPyramid.

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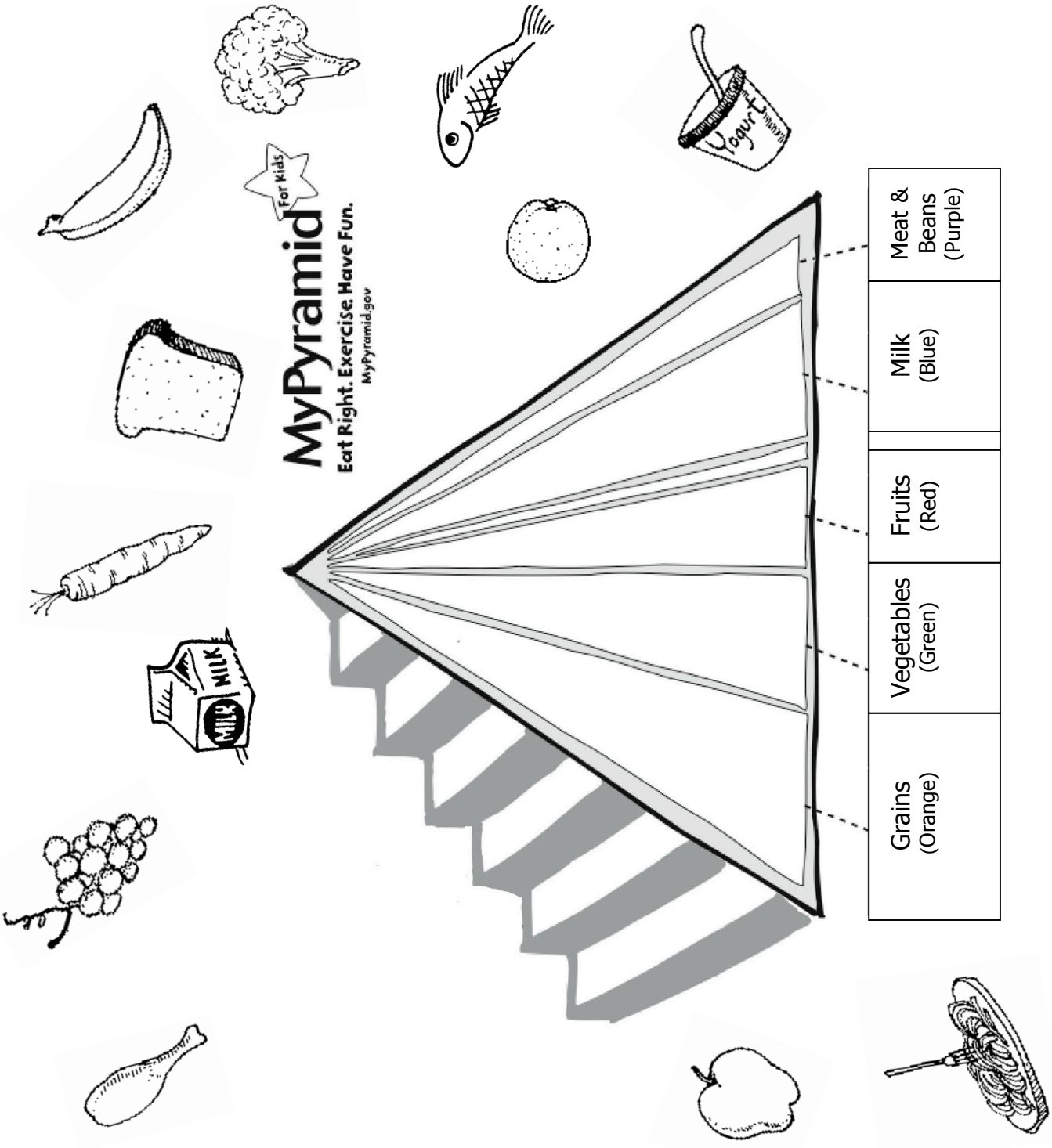
MyPyramid Activity

Name _____ Activity Sheet #3



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Activity #4:
Juggle the Foods You Eat to Wind Up with a Balanced Diet!

HEALTH

Directions:

1. List the five food groups and the daily amount recommended for each group from MyPyramid on the board. (Refer to page 66 in "Background Nutrition Information.") Ask students to name as many foods as they can that belong in each group, and write their answers under the proper heading. Note that fats and oils are represented by a small yellow band to indicate that they should be used sparingly. Sweets are no longer represented graphically in the pyramid. They should also be considered to be "extras" and are to be eaten sparingly.

2. Copy and distribute **Activity Sheet #4**.

3. Divide students into teams of four or five.

4. Have groups choose one student to record the group's answers on the activity sheet.

5. Ask each group to pretend they're inviting JJ for a full day of meals. Have each group design menus for breakfast, lunch, and dinner for one day that would be balanced and that JJ would find appealing. Have them use the foods listed on the board, and encourage them to come up with their own, too.

6. Have one member of each group write the suggestions on the team's worksheet. Have each group share and have the class evaluate their choices to see whether the day's meals provided JJ with the recommended servings from each food group.

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Juggle the Foods You Eat to Wind Up with a Balanced Diet!

Name: _____ Activity Sheet #4

A Menu for JJ

Brainstorm with your teammates and come up with a menu for JJ that follows MyPyramid. Pick meals that taste good and that are healthy. For a balanced diet each day you need:

6 oz. of Grains (1 slice of bread or $\frac{1}{2}$ cup of grains = 1 oz. serving)
1 $\frac{1}{2}$ cups of Vegetables
2 cups of Fruit
2-3 cups of Milk or Milk Products (Non-milk drinkers should consume calcium-rich foods.)
5 oz. of the Meat and Beans group (chicken, fish, eggs, tofu, beans, peas, nuts, and seeds)

Breakfast

_____

_____

_____

Lunch

_____

_____

_____

Snack

_____

_____

Dinner

_____

_____

_____

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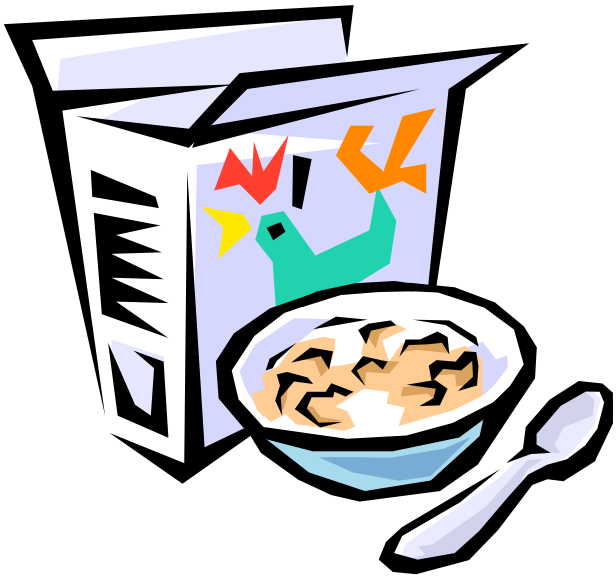
SECTION TWO:
Directions & Activity Sheets

Breakfast and The Scoop on Sugar



Learning Objectives:

1. Students will understand the importance of a good breakfast for long-lasting energy.
2. Students will analyze personal behaviors, compare and contrast healthy choices, and identify where improvements can be made.
3. Students will set a personal health objective around breakfast consumption and take action toward achieving that goal.
4. Students will learn how to read ingredient labels and identify the different types of sugar found in products.

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Activity #5:
"I Missed Breakfast" Reasons and Solutions

HEALTH

Breakfast is the first chance we have to fuel up since the night before. Breakfast really means we "break" the "fast." Studies show that students who eat a nutritious breakfast do better in school, have more energy, are sick less often, are less irritable, have better weight control, and can stay more focused.

Directions:

1. Discuss with students why it is important to eat breakfast every day.

2. As a class, discuss and list on the board typical reasons that students themselves or others they know might miss breakfast.

3. Have them brainstorm practical solutions for each reason. Some examples are:

   Reason: Lack of time.
   Solution: Suggest making a sandwich the night before and keeping it in the fridge until morning.

   Reason: Lack of appetite.
   Solution: Suggest trying not to snack at night so they'll be hungry in the morning.

   Reason: Increased anxiety and stress causing lack of appetite.
   Solution: Discuss stress-reducing activities such as meditation, deep breathing, and yoga.

4. Copy and distribute **Activity Sheet #5** and have students complete the activity individually or in groups.

Tip:

If your school has a breakfast program, encourage those who skip breakfast to eat breakfast at school. Students from low-income families are eligible to receive breakfast at a reduced price or free of charge.

Additional Activities:

1. Discuss examples of foods that may be less typically thought of as breakfast foods, such as spaghetti and meatballs or leftovers. Students can brainstorm about the weirdest, worst, best, and/or favorite breakfasts they have eaten.

2. Ask interested older students to research popular breakfast foods from different countries, and then have them give an oral report to the class.

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"I Missed Breakfast" Reasons and Solutions

Name: _____ Activity Sheet #5

What are some of your breakfast favorites? List your choices below.

For breakfast I like to eat:

_____

_____

_____

List some reasons why you might miss breakfast. For example: "I have no time to eat" or "I am not hungry in the morning." Then brainstorm solutions for each reason. List them below.

Reason #1:

_____

Solution #1:

_____

Reason #2:

_____

Solution #2:

_____

Reason #3:

_____

Solution #3:

_____

I hereby pledge to try to eat breakfast every day!

_____ _____

Name Date

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Activity #6:
The Scoop on Cereals

MATH

A graphing activity! For this activity, students learn whether their cereal bowl is actually a "sugar bowl" in disguise!

Directions:

1. Ask students to bring in the box top, the ingredient label, and the "Nutrition Facts" label from the side panels of their favorite boxes of cereal.
2. Copy and distribute **Activity Sheet #6**.
3. Divide students into teams of four or five.
4. Ask each team to check team members' box tops against the "Sugar Contents of Cereals" chart on the next page. Put a mark where each cereal stands on the worksheet's graph.
5. Have the whole class get together and compare graphs, or make a class graph on poster board and have children attach their cereal box tops to it.
6. Discuss students' favorite cereals and ask them to choose a low-sugar cereal they'd be willing to try. You may wish to make a follow-up graph a few weeks later to chart their progress.

Additional Activity:

For another math activity, ask students to figure out what percentage of a cereal is sugar by weight. Here's how:

1. Find the total sugar content by looking on the "Nutrition Facts" label for the number of grams of "sucrose and other sugars."
2. Since the weight of one serving of cereal is 28 grams, they can find the cereal's total sugar content by dividing 28 into the number of grams of sugar per serving.
3. For example, Froot Loops has 12 grams of sugar. Dividing 12 by 28 is about 43%, which means that this cereal is almost half sugar!
4. To find updated nutrition information about breakfast cereals, go to www.nutritiondata.com.

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The Scoop on Cereals

Name: _____ Activity Sheet #6

Cereals can be great for breakfast, especially when they are made with whole grains and not loaded with sugar! Check each team member's box top against the "Percentage of Sugar" list below. Put a mark on the graph where each cereal stands according to its percentage of sugar.

Sugar Content of Cereals by Weight

Percentage of Sugar (by weight in one ounce serving of cereal)
(0% means no sugar; 25% means one quarter of the cereal is sugar; 50% means half is sugar!)

Puffed Rice 0%
Puffed Wheat 0%
Shredded Wheat 0%
Nutri Grain, Wheat 0%
Oatmeal, regular 1.8%
Corn Flakes 4%
Rice Chex 7.4%
Cheerios 9%
Kix 11%
Total, Corn Flakes 11%
Corn Chex 11%
Grape Nuts Flakes 12%
Grape Nuts 15%
Wheaties 16%
Special K 18%
Life 24%
Frosted Mini Wheats 24%
Kaboom 25%
Granola 36%
Fruit & Fiber 38%
Coco Krispies 40%
Honeycomb 42%
Frosted Flakes 43%
Froot Loops 46%
Honey Nut Cheerios 46%
Trix 48%
Cookie Crip 50%
Fruity Pebbles 50%
Alpha-bits 52%
Cap'n Crunch 52%
Lucky Charms 52%
Apple Jacks 53%
Count Chocula 54%
Cocoa Puffs 54%
Sugar Smacks 62%

I would like to try a lower sugar cereal such as _____.

I could try adding a cut-up fruit such as _____.

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Activity #7:
Be A Sugar Detective (How To Read Ingredient Labels)

MATH

The following group of activities, "Be A Sugar Detective," does not have accompanying activity sheets. Each activity can be done on the board.

When reading an ingredient label, the order in which the ingredients are listed is key. Ingredients are listed in order by weight, with the main ingredient listed first. The first ingredient is present in the greatest quantity with the others in descending order. But label reading can be tricky! For instance, sometimes there are different kinds of sugar, salt, or fat in a product, which, when added together, may represent a greater quantity. Below is a list of different types of sugars that are often found in food products.

Different types of SUGAR:

beet sugar, brown sugar*, corn syrup, dextrose, fructose, glucose, high fructose corn syrup, honey*, invert sugar, maltose, molasses*, sucrose

* These have a little more nutritional value than white sugar.
Note: If an ingredient ends with "ose," it's a sugar!

Activity A:

Children love to outsmart other people; why not help them outsmart the advertisers? Write these two ingredient labels on the board. Ask students to choose which product they think is the healthiest. Note: the ingredients are the same, but the order is different.

Mystery Product # 1: Ingredients: Flour, Sugar, Eggs, Oil

Mystery Product #2: Ingredients: Sugar, Flour, Eggs, Oil

Answer: The first product is more nutritious since flour is the main ingredient. In the second product, sugar is the main ingredient and thus the product contains more sugar and less flour.

Activity B:

Put this "tricky" ingredient label of a popular children's cereal on the board (without underlining the different sugars). Ask students to tell you what the main ingredient is. Remind the students to watch out - some ingredients labels are tricky!

Sample Ingredient Label of a "Trick" Food Product:

Ingredients: cornmeal, sugar, graham flour, brown sugar, wheat starch, coconut oil, brown sugar syrup, salt, honey, milk, sodium bicarbonate, dextrose, trisodium phosphate, sodium ascorbate, artificial flavor, calcium carbonate, vitamins, iron.

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Answer: Even though "cornmeal" is listed first, the main ingredient of this product is "sugar." Note that the underlined words are different kinds of sugar. When you add up all the sugars, sugar is the main ingredient! That's why it's important to read the whole label – so you're not surprised by what's inside! This is one example of the "tricks of the trade" used to market food products to unsuspecting customers.

Activity C:

Ask students to check the ingredient labels on their favorite snacks or on the foods eaten for lunch. Have them locate the different types of sugars listed on the label. See if they can determine what the main ingredient is.

(For more label reading activities, see Activity #17, page 42, and Activity #18, page 44.)

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Lunch & Where Fat Is At!

Learning Objectives:

1. Students will be able to identify food choices associated with increased disease risk and set personal goals to limit these foods.

2. Students will learn how to make lower fat choices at home, school, or on the run, including at fast food restaurants and convenience stores.

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Activity #8:
Where Fat Is At!

Discussion:

- Ask students to share their thoughts on what the role of fat is in the body. Remind students that we all need some fat to maintain normal body functions. Fat provides the body with fuel, insulation, organ protection, and is necessary for healthy skin and hair, vitamin transport, essential fatty acids, healthy cell membranes, and proper regulation of hormones. However, it's important to pay attention to what kind of fat is being consumed. We should try to avoid eating too much of the wrong kinds of fat, such as saturated fats and trans fats (hydrogenated vegetable oils found in many processed food products). These fats are associated with an increased risk of heart disease and cancer.

Directions:

1. Copy and distribute **Activity Sheet #8**. (Refer to "Answer Key" on page 56.)
2. Instruct students to circle the food in each pair they think has less fat.
3. Have students list three ways they would be willing to cut down on fat, such as by switching to lower fat foods or eating smaller portions of high fat foods.

Additional Activity:

Ask interested students to research how too much fat in the diet can increase a person's risk of heart disease, cancer, stroke, and diabetes.

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Where Fat Is At!

Name: _____ Activity Sheet #8

Which would be the best choice if you wanted to cut down on fat? Circle the food in each pair that has less fat.

Milk and Milk Products:	1% milk	OR	whole milk
	ice cream	OR	frozen yogurt
	low-fat yogurt	OR	regular yogurt
	cream cheese	OR	cottage cheese
Meat and Bean Group:	canned tuna fish	OR	fried fish
	baked chicken	OR	fried chicken
	hamburger	OR	mega-burger
	ham	OR	turkey
	bologna	OR	turkey bologna
	pizza with pepperoni	OR	pizza with veggies
Snacks:	chocolate chip cookies	OR	ginger snaps
	banana	OR	banana bread
	fig bar	OR	chocolate sandwich cookies
	blueberry pie	OR	blueberries
	potato chips	OR	plain popcorn
	baked potato	OR	fries
Condiments:	mayonnaise	OR	mustard or ketchup
	light dressing	OR	creamy dressing
	butter	OR	olive oil

NOTE:

a. Butter, margarine and vegetable oil have the same amount of fat per serving, but vegetable oils have less of the unhealthy saturated fats and more of the healthier unsaturated fats.

b. Processed food products often have "hydrogenated vegetable oils," or trans fats, which are considered to be unhealthy. Try to avoid these whenever possible.

Three ways I will try to cut down on fat:

1. I will choose _____ instead of _____.

2. I will use less (fewer) _____.

3. I will eat less (fewer) _____ and more _____.

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Activity #9:
Fast Food Guide

HEALTH

Discussion:

- Discuss students' favorite fast food restaurants in the neighborhood and which meals they enjoy ordering. This is a good time to review portion sizes and portion control with the class. (Refer to page 66 in "Background Nutrition Information" for more information on the recommended amounts and serving sizes from the five food groups.)

Directions:

1. Have students bring in or download the nutritional facts information from their favorite fast food chain. It is recommended that educators have extra menus and nutrition facts on hand in case students are unable to supply their own.

2. On the board make two columns and label one as "Food Choice" and the other as "Better Choice."

3. Ask students to share their favorite fast food choices and write them under the header "Food Choice." If the food is an unhealthy food choice like a "triple burger," discuss better choices and write them under the column header "Better Choices." If the food is a healthy choice such as side salad or baked potato, place a ✓ mark in the "Better Choices" column.

4. Copy and distribute **Activity Sheet #9**.

5. Instruct the students to complete the activity sheet with the information they brought in regarding a fast food meal.

Additional Activity:

Have students bring in different food packages and discuss how portions have increased over time. As a class, create a poster board that demonstrates the changes that different snacks, foods, and beverages have gone through over the years. (For example, candy bars have increased from "regular" to "king size" and soda has increased from an eight-ounce cup to a 32-ounce container at the movies.) Then compare the calorie counts.

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Fast Food Guide

Name: _____ Activity Sheet #9

1. Name of a fast food restaurant: _____

2. Choose a meal or food item from the above location and write it in the space below: _____

_____

3. Is this a healthy choice? _____

4. Why or why not?_____

5. If not, what would be a better alternative? _____

6. What are the three **healthiest** choices on the menu and why?

   1. _____
   2. _____
   3. _____

7. What are the three **least healthy** choices on the menu and why?

   1. _____
   2. _____
   3. _____

8. What is one healthy alternative you would be willing to try the next time you visit a fast food chain?_____

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Activity #10
Fast Food Makeover

HEALTH/MATH

Directions:

1. Have students bring in or download the nutritional content information from their favorite fast food chain. Students may want to use the nutritional content information they brought in for Activity #9. Note: the average person needs about 2,000 calories each day, and fast food choices may contain more than half of that amount in one meal!
2. Copy and distribute **Activity Sheet #10** to the students.
3. Have students write down the name of the fast food chain they are analyzing, and fill in the first box with their favorite fast food meal and beverage.
4. In the second box, ask students to write in better choices that are available at the same fast food chain. If a student's original selection is the healthiest possible, have him or her write why it's healthy in the box.

Top Five Fast Food Tips:

1. Be aware of super-sized "value meals." Choose plain hamburgers or a grilled chicken sandwich instead of a "mega burger."
2. Choose low-fat milk, 100% fruit juice, or water instead of soda or a milkshake.
3. Choose baked or grilled options over fried foods.
4. Instead of fries, choose a baked potato, small chili, or side salad.
5. Ask to "hold" the special sauces, and ask for "light" dressing on the side.

Additional Activity:

Do your students think customers should be able to know what is in the food they're eating before they order? Ask students to debate whether fast food chains should have the nutritional content of meals displayed to their customers. Many states are considering legislation to mandate that fast food chains have the nutritional content of their offerings easily accessible. Visit the Center for Science in the Public Interest website (www.cspinet.org) for up-to-date information on this controversy.

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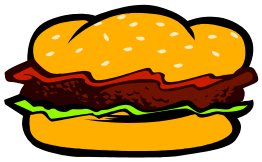
Fast Food Makeover

Name _____ Activity Sheet #10

Write the name of your favorite fast food chain below. Then fill in the first box with a meal and beverage you typically order. Using the nutrition content information you've found for the foods from this chain, fill in the second box with healthier choices that are available at that same chain. Then fill in the fat and calorie content of each choice. Then do the math! How many grams of fat and how many calories would you save by choosing the healthier meal? Circle one improvement you are willing to try the next time you visit that fast food chain.

Your Favorite Fast Food Chain: _____

Fast Foods & Beverage Items	**Fat & Calories**



Better Available Choices	**Fat & Calories**

1. How much fat did you cut by changing your selection? _____

_____

2. How many calories did you save by changing your selection? ____

_____

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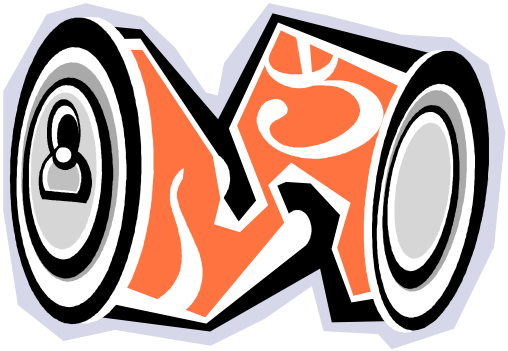
SECTION FOUR:
Directions & Activity Sheets

Soda, TV Commercials, and Keeping Active



Learning Objectives:

1. Students will analyze their personal soda consumption, the economic impact of soda consumption, and alternatives to improve overall health.

2. Students will be able to identify and describe how the mass media and advertisements influence their food choices.

3. Students will develop alternative activities to increase physical activity and reduce TV viewing time, either individually or as a group.

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Activity Sheet #11
Soda Countdown

MATH/SCIENCE

Directions:

1. Copy and distribute **Activity Sheet #11**. (Refer to "Answer Key" on page 57.)
2. Discuss serving sizes; one can of soda is 12 oz., and a bottle of soda is either 16 oz. or 20 oz. As a class, determine what size to use when students calculate the amount of soda they drink in one day, one week, and one year and determine the average price for the product.
3. Using the worksheet, ask students to calculate the number of sodas they consume in one day, one week, and one year. Then have students calculate the amount of money they spent and the amount of sugar they consumed from soda!
4. After students finish their calculations, have them indicate on the activity sheet healthful beverages they would be willing to try. Note that sports drinks are also full of sugar and additives! Some examples of healthier alternatives are:
   - water with a splash of lemon
   - 100% fruit or vegetable juices
   - low-fat milk
   - spritzers (half 100% fruit juice and half seltzer)
5. Ask students to pledge to try these drinks for one week, and then report back on how successful they were at cutting down on soda in their diets. Discuss how they felt about making the switch and whether they intend to keep at it.

Tip:

At fast food chains, encourage kids to order low-fat milk, water or 100% fruit juice instead of a soda. Studies show that the more soda a child drinks, the greater the risk of him/her becoming overweight and the more tooth decay he/she will develop. Check out FoodPlay's "Most Wanted: Soda" poster at our website store: www.foodplay.com/store.

Additional Activity:

Conduct the "Soak in the Coke" experiment. Let a tooth stand in cola overnight and look at it the next day. In the experiment, the phosphoric acid eats away at the enamel and the coloring making the tooth look brown. When a person drinks soda, the bacteria in the mouth feed on the sugar and produce acids, which eat away at the teeth causing cavities.

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Soda Countdown

Name: _____ Activity Sheet #11

1. How many cans or bottles of soda do you drink in one day? In one week? In one year? Calculate how much money you spend on soda.

Number of sodas I drink:		**Cost per soda:**		**Money spent:**
In one day _____	X	$ _____	=	$ _____
In one week _____	X	$ _____	=	$ _____
In one year _____	X	$ _____	=	$ _____

What could I spend my money on instead? _____

2. There are 10 teaspoons of sugar in the average 12 oz. can of soda and 16 teaspoons in a 20 oz. bottle! Using these figures, calculate how many teaspoons of sugar you get from the soda you drink.

In one day _____	X	10 or 16 teaspoons	=	_____ teaspoons
In one week _____	X	10 or 16 teaspoons	=	_____ teaspoons
In one year _____	X	10 or 16 teaspoons	=	_____ teaspoons

3. There are 96 teaspoons of sugar in one pound of sugar. How many pounds of sugar do **YOU** get from drinking soda in one year? _____

4. I would be willing to cut down on soda to _____ can(s) or bottle(s) a week, and switch to these drinks instead:

   1. _____

   2. _____

   3. _____

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Activity #12:
Soda Sightings: I Spy a Soda!

SOCIAL STUDIES

Children will discover how influenced they are by food and beverage advertisements. Have kids play the game, "I Spy," in relation to how often they see soda being promoted in their everyday lives.

1. Copy and distribute **Activity Sheet #12**.

2. For one day, have students write down each time they see an image or hear advertisements for soda on TV, radio, billboards, reading materials, and at the movies. They can also include sightings of soda cups, cans, and bottles they may see thrown away!

3. Discuss the results in class. Explain that the ingredients in a can of soda cost only a few pennies. Most of the money kids spend on soda goes directly into making profits for the soda companies, as well as for paying for more advertisements to get kids to drink more soda!

Additional Activities:

1. Have students debate whether they think schools should have soda machines. Encourage them to visit the Center for Science in the Public Interest (CSPI) at www.cspinet.org and the Massachusetts Public Health Association (MPHA) at www.mphaweb.org for more information.

2. Have students research the advertising budgets of soda companies, specifically how much money soda companies spend promoting soda and marketing their products to children.

3. Have children research the contents of sports drinks and "fruit" drinks and compare their nutritional value to soda. Discuss whether sports drinks and "fruit" drinks are better choices than soda. Note: Only 100% fruit juice has no added sugar. Fruit drinks, "ades," punches, and cocktails have little real fruit juice and are mostly sugar.

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Soda Sightings: I Spy a Soda!

Name: _____ Activity Sheet #12

Directions: For one day, keep track of where you see or hear about soda — actual sodas, images of sodas, and advertisements for sodas. As you spot a soda, fill in the blanks below with your findings. See how many categories you can fill. If you need more room, use the back of this sheet.

Where	**What**	**Notes**
TV	Example: *American Idol*	Judges were drinking *big* cups of Coke during the show.
Radio		
Movies		
Billboard		
Magazine, Book, Newspaper		
Internet		
School		
Home		
On the street		
Where else?		
	Total # of Soda Sightings	

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Activity #13:
Seeing Through TV Commercials

LANGUAGE ARTS

Directions:

1. Copy and distribute **Activity Sheet #13**.
2. Instruct students to take their activity sheets home and keep track of all the food commercials they see while watching one hour of television, either after school or on a Saturday morning.
3. Ask them to observe the techniques used to sell products such as:
   - free prizes
   - celebrity testimonials
   - promises to make you look "cool" or popular
   - promises that you'll become stronger, bigger, thinner or a better athlete
4. Have students report on the number of such commercials they saw and the selling techniques used.
5. Lead a discussion on the results. Ask students how many commercials they saw for nutritious foods such as fruits, vegetables, and whole grains. Discuss why there were so few healthy foods advertised. Note: it is the processing and packaging of food products that give companies a brand name to sell. There is a lot more money available for advertising budgets from processed, packaged food products than from selling fresh, wholesome, "unbranded" foods.

Additional Activities:

1. Have students create their own TV advertisements, posters, songs or jingles to promote healthy foods using the same marketing techniques that junk food commercials use.
2. Have students create healthy food or fitness-related infomercials or take-offs on popular TV shows.

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Seeing Through TV Commercials

Name: _____ Activity Sheet #13

JJ was tricked by a TV commercial for a sports drink. It was promoted as "the drink of athletes." What was the advertisement trying to tell JJ? During one hour of TV watching after school or on Saturday morning, keep track of all the commercials you see. Every time you see a commercial for a food product, write the name of the product next to the appropriate category in the chart below. Then add up the number of commercials for each product category. For each commercial, write the corresponding number(s) of the techniques used to sell each product:

1 - free prize inside
2 - a favorite star or athlete says s/he likes or uses it
3 - it promises to make you look "cool" or popular
4 – it promises to make you strong or become a great athlete
5 – says that it is "natural," "contains real fruit," "is nutritious," or "is good for you"
6 – it looks incredibly delicious
7 - other _____

TV Program(s): _____

Time(s): _____ Channel(s): _____

Category	**Name of Products**	**Total Number of Commercials**	**Technique Used to Sell Products**
Candy			
Soda			
Fast Foods			
Sugary Cereals			
Chips & Cookies			
Fruits & Vegetables			
Other			

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Activity #14:
It's Fun to Be Active!

HEALTH/PE

This activity is especially geared toward younger elementary grade levels.

Directions:

1. Discuss the difference between physically "active" and "sedentary" activities.
2. Copy and distribute **Activity Sheet #14**. (Refer to "Answer Key" on page 54.)
3. Have students circle the pictures of children that are being physically active.
4. Have students color in the pictures of the activities that they each like to do.
5. Have students draw pictures of themselves doing their favorite activity in the center of the page.

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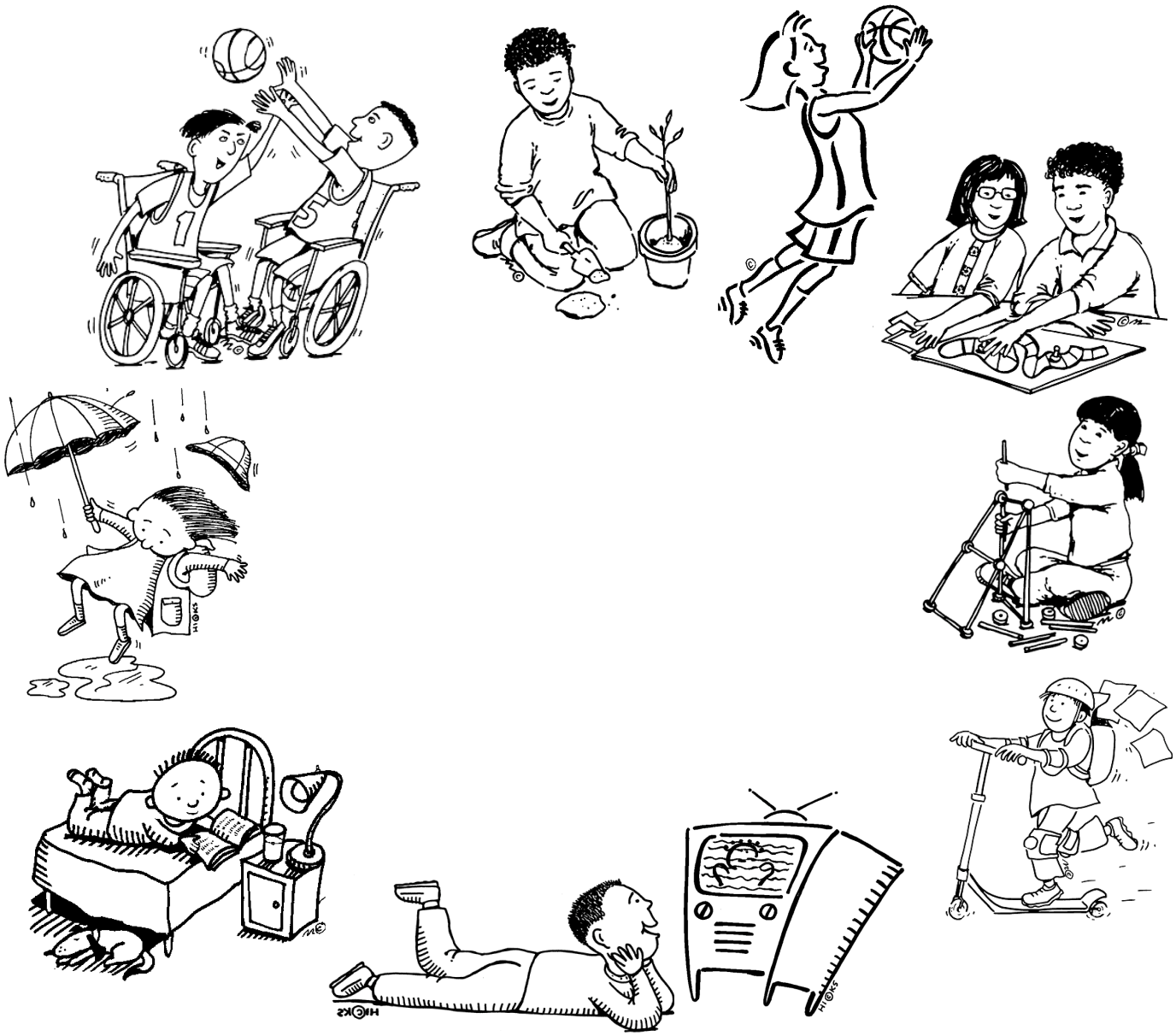
It's Fun to Be Active!

Name: _____ Activity Sheet #14

Directions:

1. Circle the pictures of children that are being physically active.
2. Color in the pictures of the activities that you like to do.
3. Draw a picture of yourself doing your favorite activity in the center of the page.



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Activity #15:
Activity Log

HEALTH/PE

Directions:

1. Copy and distribute **Activity Sheet #15**.

2. Have students keep track of all the activities they do in one typical weekday. They should list all physical activities, favorite hobbies, as well as sedentary activities such as doing homework, watching TV or playing video games.

3. After students have completed the activity sheet, have them evaluate whether they get enough exercise. Have students compare how much TV they watch to how much physical activity they are doing.

4. Review the importance of being active every day. Physical activity helps relieve stress and anxiety; builds muscles and bones; helps people think more clearly; reduces depression; burns calories; helps maintain a healthy weight; and makes people feel and look better. Ask students to come up with ideas of how to help their friends turn off the TV or computer and have more fun being active.

Tip:

Health experts recommend that kids (and adults) get at least 60 minutes of physical activity each day. Encourage students to exercise in ten or twenty minute increments if they don't think they have the time or energy for doing it all at once.

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Activity Log

Name: _____ Activity Sheet #15

Directions: For one typical weekday, keep track of all the physical activities, hobbies, and sedentary activities that you do, and for how long, in the spaces below. Then answer the following questions based on your Activity Log.

Activity	**Time Spent**	**Active or Sedentary**
Example: Reading	45 minutes	Sedentary
Example: Walking	15 minutes	Active

1. According to your Activity Log, how much time did you spend being physically active? Did you meet the recommended minimum of 60 minutes a day?

   _____

   _____

2. How much time did you spend watching TV and playing computer or video games?

   _____

3. What do you like most about being physically active? What is your favorite physical activity? _____

   _____

4. If you spent less than 60 minutes being physically active, what are some activities you could do instead of watching TV or playing video or computer games?_____

   _____

   _____

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Activity #16:
Can the Tube!

HEALTH/PE

Directions:

1. Ask students to bring in a clean container, can, or plastic bowl.

2. Have each student make a colorful label to put around his or her container and come up with a name such as "Favorite Things to Do," "Boredom Busters," or "Can the Tube."

3. Brainstorm with your students about their favorite activities, hobbies, sports, etc. and make a list on the board. (Refer to the "Answer Key" on page 54 for a list of sample activities.)

4. Copy and distribute **Activity Sheet #16**.

5. Have students fill in the rectangles with pictures and/or the names of activities they enjoy or would like to try.

6. Have students cut out the rectangles, fold them up, and put them into their decorated cans. Encourage students to pick an activity from the can the next time they feel bored or want something to do other than watching TV.

Additional Activity:

In addition to making individual cans, you may want to make a "Class Can" that you or your students can pick from for recess time, rainy days, or when students get restless and need a break.

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Can the Tube!

Name: _____ Activity Sheet #16

Directions: Write and/or draw your favorite activities in the boxes below.

jumping rope	

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SECTION FIVE:
Directions & Activity Sheets

"Read It Before You Eat It!"

Learning Objective:

1. Students will learn how to read food labels and choose foods based on the nutritional value they contain.

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Activity #17:
"Read It Before You Eat It!" (Ingredient Labels)

LANGUAGE ARTS/HEALTH

Directions:

1. Ask students to bring in the packaging from their favorite snacks and locate the ingredient labels.
2. Have one student volunteer to list the ingredients of his/her snack on the chalkboard and have the class try to identify the different sugars, fats, and salts listed. Refer to table below for different sugars, fats, and salts found on labels.
3. Review what the main ingredient of a product is and how to figure out what it is. Explain that ingredients are listed in order by weight. (Refer to page 16, Activity #7 for more information.)
4. Copy and distribute **Activity Sheet #17** and have students individually investigate their snack products or have them work together in groups.

Different types of SUGAR:

beet sugar, brown sugar, corn syrup, dextrose, fructose, glucose, high fructose corn syrup, honey, invert sugar, maltose, molasses, sucrose

Different types of SODIUM:

(otherwise known as salt, may increase the risk of high blood pressure in some people)

disodium phosphate, monosodium glutamate (MSG), sodium benzoate, sodium bicarbonate (baking soda), sodium nitrite

Different types of FAT:

butter, canola oil, coconut oil, corn oil, cottonseed oil, hydrogenated and partially hydrogenated vegetable oils, lard, margarine, olive oil, palm oil, safflower oil, soybean oil, sunflower oil, vegetable shortening

Additional Activities:

Have students research the role and safety of food additives they find listed on ingredient labels such as colorings, flavorings, and preservatives.

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"Read It Before You Eat It" (Ingredient Labels)

Name: _____ Activity Sheet #17

1. Name of snack: _____
2. Ingredients: _____

   _____

   _____

3. What do you think the main ingredient is? _____
4. Why? _____
5. How many types of sugar are listed? _____
6. Name the types of sugar: _____

   _____

7. How many types of fat are listed? _____
8. Name the types of fat: _____

   _____

9. How many types of sodium are listed? _____
10. Name the types of sodium: _____

    _____

11. Name the ingredients you think may be colorings, flavorings, and preservatives: _____

    _____

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Activity #18:
"Read It Before You Eat It" ("Nutrition Facts" Labels)

HEALTH/MATH

Discussion:

- Review the various elements of a "Nutrition Facts" label with the class. Help students understand the importance of reading "Nutrition Facts" labels to choose healthy foods. For more information on how to read labels, refer to pages 67-68 in "Background Nutrition Information."

- Ask students to bring in snack foods or provide the class with sample "Nutrition Facts" labels from a variety of food products to review and analyze.

- Discuss the terms on labels, such as fats and sugars, that are associated with increased health risks.

- Discuss what the headings on the label mean, such as "serving size" and "servings per container." Make sure students understand that the nutrition information provided is for one serving; if a package contains more than one serving, multiply the information on the "Nutrition Facts" label by the number of servings eaten. When choosing a healthy snack remember to look for products low in sugar, salt, and fat, and rich in vitamins, minerals, whole grains, fiber, and protein.

Directions:

1. Copy and distribute **Activity Sheet #18**. (Refer to "Answer Key" on page 58.)

2. Have students fill in their answers based on the "Nutrition Facts" labels that they've brought in or that has been provided for them.

Additional Activities:

Have students compare the "Nutrition Facts" labels of potato chips and plain popcorn. Once they find the number of grams of fat listed per serving of each snack, students can determine how much popcorn they could eat for the same amount of fat found in chips.

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"Read It Before You Eat It" ("Nutrition Facts" Labels)

Name: _____ Activity Sheet #18

Directions: Answer the questions based on the "Nutrition Facts" label of the "Mystery Food" shown below.

Nutrition Facts	
Serving Size: 1 ounce	
Servings per Container: 2	
Amount Per Serving	
Calories 150	Calories from Fat 90
% Daily Value	
Total Fat 10g	15%
Saturated Fat 2.5g	13%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 150mg	6%
Total Carbohydrate 15g	5%
Dietary Fiber 1g	4%
Sugars 0g	
Protein 2g	
Vitamin A 0% • Vitamin C 10%	
Calcium 0% • Iron 2%	
***Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:**	

1. Where is the "Nutrition Facts" label located on most foods? _____

   _____

2. Write one reason why you should look at the "Nutrition Facts" label of foods:

   _____

3. What is the serving size of this food? How many calories are in one serving?

   _____

4. If you ate the whole package, how many ounces would you have eaten? How many calories? _____

5. Take a guess! What do you think this mystery product is? _____

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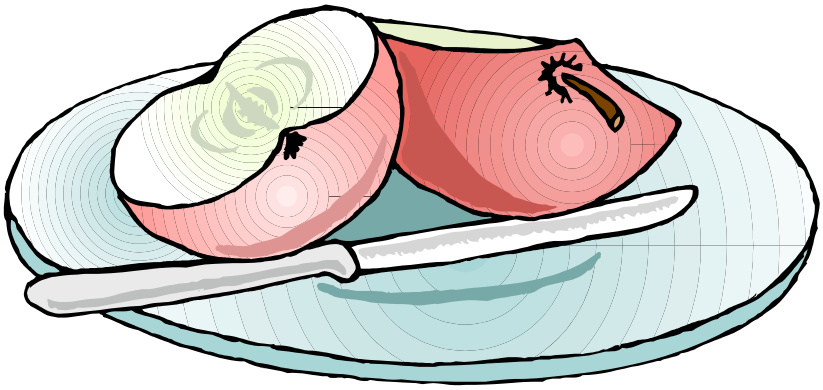
SECTION SIX:
Directions & Activity Sheets

"Snack-Attack!" and Finale: Putting it all Together



Learning Objectives:

1. Students will learn how to analyze their eating and exercise habits.

2. Students will recognize ways to improve their personal food and fitness choices and focus on attainable goals.

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Activity #19:
"Snack-Attack!" Scavenger Hunt

LANGUAGE ARTS/HEALTH

Directions:

1. As a class, go to a local corner store and take part in the "Snack-Attack!" Scavenger Hunt. It may be a good idea to call the corner store and ask permission ahead of time. If this activity cannot be done as a class, have students complete it on their own time at their own neighborhood stores.

2. Copy and distribute **Activity Sheet #19**.

3. At the store, gather the class together and get them excited about their scavenger hunt. Ask students: "What should you look for in a healthy snack?" Answers include foods that are:

    a. Low in sugar and fat
    b. Free of "fake stuff" like colorings, flavorings, and preservatives
    c. Fresh instead of highly processed foods

4. Bring a whistle, horn, drum, or other noisemaker to signal the start of the game. Wish students luck and send them on their way! Allow students two minutes to find and record as many healthy snacks as they can on their activity sheets. Encourage them to read labels and choose fresh foods when possible. Each snack should cost less than one dollar. Use your whistle or noisemaker to signal the end of the game. The rest of the questions can be completed at school.

5. After students have finished filling out Activity Sheet #19, have them share which snacks they found. List the snacks on the board and discuss why they are healthy choices.

6. You may wish to have students make their own wallet size "Snack Cards" based on the healthy snacks they found at the corner store. Suggest that they also include healthy snacks they can prepare themselves and bring from home.

7. Encourage children to write notes and deliver them to the store manager if possible.

Additional Activities:

As a class, create a "healthy snack" poster board. Have students write down and draw pictures of all the healthy snacks they found and deliver it to the local corner store. Suggest that the store display the poster board to help other shoppers make healthy choices.

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"Snack-Attack!" Scavenger Hunt

Name: _____ Activity Sheet #19

Directions: At a local corner store, spend two minutes finding and writing down as many healthy snacks as you can that cost one dollar or less each. Read labels and remember "fresh is best"—it's good for your health and the health of the planet! Answer the questions when you return to your classroom.

List all the healthy snacks you found for one dollar or less:

1.	8.
2.	9.
3.	10.
4.	11.
5.	12.
6.	13.
7.	14.

1. Was it difficult to find healthy choices? Why or why not?

   _____

   _____

   _____

2. Did you want to buy any of the healthy snacks you found? If so, what were they? If not, what healthy snacks would you have liked to have found?

   _____

   _____

3. What snacks could you make and pack from home to ensure you have a healthy snack to eat when you're out and about?

   _____

   _____

4. On a separate piece of paper, write a note to the manager of the corner store asking if he/she could start selling a few of the healthy snacks you suggest. Make sure to give some good examples.

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Activity #20:
Food Diary

HEALTH

Activities #20 and #21 will take two days to complete.

Discussion:

- Review questions students may have about the previous sections. Use this activity as a way to check how well the students are able to apply the nutrition information they have learned to their own lives.

Directions:

1. Copy and distribute **Activity Sheet #20**.
2. Have students record everything they eat and drink in one day in the first column labeled "Foods & Drinks." Let students know they'll complete the "Five Food Group" list after they've reviewed MyPyramid and the five food groups.
3. Have students list on the activity sheet their physical activities for that day and the time spent doing these activities.
4. Let students know they'll be completing the "Treat Your Body Right Pledge" after they've completed Activity Sheet #21: Be Your Own Food Coach.
5. On the day after this activity is completed, discuss MyPyramid and the five food groups. Then have students review their Food Diaries and have them break down the foods and drinks they listed into the correct food groups. (Refer to "Answer Key" on page 59.)

Activity #21:
Be Your Own Food Coach!

HEALTH

Directions:

1. Copy and distribute **Activity Sheet #21**.
2. Invite each student to become his or her own "Food Coach." Have students review Activity #20 and use their Food Diary to answer the questions found on Activity Sheet #21.
3. You may want to have a student volunteer to have his/her Food Diary serve as an example. Write his/her Food Diary choices on the chalkboard. Have the class talk about which choices were healthy and which need some improvement. Based on the questions on Activity Sheet #21, have students make some recommendations for some healthier choices.

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Food Diary

Name: _____ Activity Sheet #20

For one day, record everything you eat and drink below. Also, write down how much time you spend being active doing physical activities such as walking, dancing or sports.

	Foods and Drinks	Food Groups
For Breakfast:	_____	_____
	_____	_____
	_____	_____
For Lunch:	_____	_____
	_____	_____
	_____	_____
For Snack:	_____	_____
	_____	_____
For Dinner:	_____	_____
	_____	_____
	_____	_____
For Snack:	_____	_____
	_____	_____

I did the following physical activities:	The amount of time I spent being active:
_____	_____
_____	_____
_____	_____

Wait until you've completed Activity Sheet #21 to do the activity below!

******** "Treat Your Body Right!" Pledge ********

I will try to make these three changes in my eating and exercise habits:

1. _____
2. _____
3. _____

(Remember - small steps make a big difference!)

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Be Your Own Food Coach!

Name: _____ Activity Sheet #21

Review your answers for **Activity #20: Food Diary** and answer the following questions.

1. **Did you eat breakfast? _____**

   Remember, breakfast is the most important meal of the day. It provides the energy you need to work and play. Breakfast can be a peanut butter and jelly sandwich and milk, yogurt and fruit, or even leftovers. For a complete breakfast, try to have foods from at least three different food groups. If you skipped it today, try to make sure you eat breakfast tomorrow. You'll feel better and do better in school when you eat a good breakfast!

2. **Did you get a wide variety of foods? _____**

   To get all the nutrients you need, it's important to eat foods from each of the five food groups: Grains, Vegetables, Fruits, Milk and Calcium-rich Products, and Meat & Beans. If there is one food group you seem to avoid, talk to your mom or dad about ways to round out your diet.

3. **How many fruits and vegetables did you eat?**
   _____ fruits
   _____ vegetables

   To keep healthy, try to eat at least 2½ cups of vegetables and 1½ cups of fruit a day. If you need to get more servings into your diet, try drinking 100% orange juice with breakfast; add a banana to your cereal; pack some carrot sticks and fruit with lunch; add lettuce, tomatoes and sprouts to your sandwiches; eat the fruits and veggies served for school lunch; for a snack, eat fruit when you feel like eating something sweet; and enjoy the veggies at dinnertime.

4. **How is your sweet tooth? The number of sweets I ate today _____**

   Count up all the sugary foods on your list. Remember to count sodas, cookies, cakes, sugary cereals, candy and ice cream. For most kids, more than one or two servings a day can be too many. Try replacing soda with a fruit juice spritzer (seltzer mixed with 100% fruit juice), or low-fat milk, or water. Add fresh fruit to low-sugar cereal. Enjoy fresh or cut-up fruit dipped in yogurt instead of sweets.

5. **Did you eat too much fat? _____**

   Did you add extra butter, margarine, or mayonnaise to your food? Did you eat chips, greasy foods or fried foods? To cut down on fat, choose lower fat snacks like plain popcorn, pretzels, fruits or cut-up veggies and low-fat dip. When you can, choose low-fat types of milk, yogurt, and frozen desserts. Go easy on fried foods and fatty red meat; choose baked, broiled, stir fried or grilled chicken, fish, tofu or veggies with rice and beans.

6. **Did you get enough exercise**? **_____**

   It is recommended that kids and adults get at least one hour of exercise every day. That can be broken up into shorter time periods. Take the stairs instead of elevators, and get up to change the TV channel! Enjoy taking walks, jumping, biking, hiking, or playing sports. If you can't play outside, turn on the radio and try some dancing, yoga, stretching, or juggling!

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Answer Keys

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Answer Key

Fruits, Veggies and Activities

For Activity Sheets #1 & #14

Fruits

Apple
Apricot
Avocado
Banana
Blueberries
Cantaloupe
Cherries
Dates
Figs
Grapefruit
Grapes
Kiwi
Lemon
Lime
Mango
Orange
Papaya
Peach
Pear
Persimmon
Pineapple
Plum
Pomegranate
Raspberries
Star Fruit
Strawberries
Tangerine
Watermelon
100% Fruit Juice

Vegetables

Artichoke
Asparagus
Beets
Broccoli
Brussel Sprouts
Cabbage
Carrots
Cauliflower
Celery
Corn
Cucumber
Edamame (green soybeans)
Eggplant
Green Beans
Greens (collards, dandelion, kale, mustard, swiss chard)
Lettuce
Okra
Olives
Onion
Peas
Peppers
Potato
Spinach
Sprouts
Sweet Potatoes
Tomato
Winter Squash
Yams
Zucchini
100% Vegetable Juice

Physical Activities

Acrobatics
Aerobics
Basketball
Biking
Dancing
Football
Four Square
Gardening
Golf
Gymnastics
Hiking
Hockey
Hopscotch
Horseback Riding
Jogging
Juggling
Jump Rope
Kickball
Racquetball
Relay Races
Running
Skiing
Soccer
Softball
Stretching
Swimming
Tag
Tennis
Volleyball
Walking
Yard Care
Yoga

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Answer Key

JJ's Fruit and Veggie Makeover!

By Food Coach: _____ Activity Sheet #2
(Your name goes here!)

Here are the foods JJ ate today. Help JJ get more fruits and vegetables by replacing some of the higher fat, sugary, and fake "fruit" products with real fruits and vegetables, and by adding healthier choices. Don't be fooled by products that sound like fruits and vegetables but are really junk foods in disguise. Try to go for the real thing—fresh fruits and vegetables—they're nutritious and delicious!

(Note: 100% fruit juice counts as real fruit, but it's best to get most of your servings from whole fruits since juice has less fiber and more calories.)

JJ's Breakfast:	**New and Improved:**
Bowl of Sugar Smacks Cereal	Bowl of whole-grain cereal (such as oatmeal or shredded wheat)
Milk	Low-fat milk, for cereal
	Sliced banana
	100% orange juice

JJ's Lunch:	**New and Improved:**
Hamburger	Regular burger with lettuce & tomato
Fries	Salad or carrot sticks
Apple Pie	Apple
Strawberry Milk Shake	Low-fat milk

JJ's Snack:	**New and Improved:**
Grape fruit roll-ups	Fresh grapes or other fresh fruit

JJ's Dinner	**New and Improved:**
Fried Chicken	Baked or grilled chicken
Macaroni and Cheese	Baked potato
	Salad or vegetables

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Answer Key

Where Fat Is At!

Activity Sheet #8

The correct answers are bolded in the answer key below.

Which would be the best choice if you wanted to cut down on fat? Circle the food in each pair that has less fat.

Milk and Milk Products:	**1% MILK**	OR	whole milk
	ice cream	OR	**FROZEN YOGURT**
	LOW-FAT YOGURT	OR	regular yogurt
	cream cheese	OR	**COTTAGE CHEESE**
Meat and Bean Group:	**CANNED TUNA FISH**	OR	fried fish
	BAKED CHICKEN	OR	fried chicken
	HAMBURGER	OR	mega-burger
	ham	OR	**TURKEY**
	bologna	OR	**TURKEY BOLOGNA**
	pizza with pepperoni	OR	**PIZZA WITH VEGGIES**
Snacks:	chocolate chip cookies	OR	**GINGER SNAPS**
	BANANA	OR	banana bread
	FIG BAR	OR	chocolate sandwich cookies
	blueberry pie	OR	**BLUEBERRIES**
	potato chips	OR	**PLAIN POPCORN**
	BAKED POTATO	OR	fries
Condiments:	mayonnaise	OR	**MUSTARD OR KETCHUP**
	LIGHT DRESSING	OR	creamy dressing
	butter	OR	**OLIVE OIL**

Three ways I will try to cut down on fat: **(Sample Answers)**

1. I will choose **frozen yogurt** instead of **ice cream**.

2. I will use less (fewer) **butter on my toast**.

3. I will eat less (fewer) **cookies** and more **fruit**.

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Answer Key

Soda Countdown

Activity Sheet #11

The answers below use a 12 oz. can of soda at $1.00 a can.

1. How many cans or bottles of soda do you drink in a day? In a week? In a year? Then, calculate how much money you spend on soda.

Number of sodas I drink:			**Cost per soda:**		**Money spent:**
In one day	**2 (cans)**	X	$1.00	=	$2.00
In one week	**14 (cans)**	X	$1.00	=	$14.00
In one year	**730 (cans)**	X	$1.00	=	$730.00

What I could spend my money on instead: **a bicycle, charity, or savings**.

2. There are 10 teaspoons of sugar in the average 12 oz. can of soda and 16 teaspoons in a 20 oz. bottle! Using these figures, calculate how many teaspoons of sugar you get from the soda you drink.

In one day	**2**	12 oz. cans	X	10 teaspoons	=	**20**	teaspoons
In one week	**14**	12 oz. cans	X	10 teaspoons	=	**140**	teaspoons
In one year	**730**	12 oz. cans	X	10 teaspoons	=	**7,300**	teaspoons

3. There are 96 teaspoons of sugar in one pound of sugar. How many pounds of sugar do ***YOU*** get from drinking soda in one year? **7,300 / 96 = 76 pounds a year** (This is calculated by dividing the total number of teaspoons the student drinks in the year (see above) by 96 teaspoons (of sugar in a pound). This provides the total number of pounds per year that the student consumes.

4. I would be willing to cut down on soda to **2** can(s) a week, and switch to these drinks instead:

   1. **low-fat milk**
   2. **100% orange juice**
   3. **seltzer with lemon**

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Answer Key

"Read It Before You Eat It!"
(Nutrition Facts Labels)

Activity Sheet #18

Nutrition Facts	
Serving Size: 1 ounce (28g/About 18 Chips)	
Servings per Container: 2	
Amount Per Serving	
Calories 150	Calories from Fat 90
% Daily Value	
Total Fat 10g	15%
Saturated Fat 2.5g	13%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 150mg	6%
Total Carbohydrate 15g	5%
Dietary Fiber 1g	4%
Sugars 0g	
Protein 2g	
Vitamin A 0% • Vitamin C 10%	
Calcium 0% • Iron 2%	
***Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:**	

1. Where is the "Nutrition Facts" label located on most foods? **back/side of packaged food**

2. Write one reason you should look at the "Nutrition Facts" label of food: **Reasons may be any of the following: to find out the serving size; or find out how much sugar, salt, fat, calories, vitamins, minerals, fiber, and protein are in the food**.

3. What is the serving size of this food? **one ounce or about 18 chips**

4. If you ate the whole package, how many ounces would you have eaten? How many calories? **two ounces or 300 calories**

5. Take a guess! What food do you think this mystery product is? **potato chips**

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Answer Key

Food Diary

Activity Sheet #20

	Food & Drink	Food Group
For Breakfast:		
	2 Eggs	2 Meat & Beans Group
	1 Piece of Toast	1 Grain
	8 oz. of Orange Juice	2 Fruit
For Lunch:		
	Turkey Sandwich	2 Bread and 2 Meat & Beans
	Apple	1 Fruit
	1 oz. of Potato Chips	1 Extra
For Snack:		
	1 Cupcake	1 Extra
	1 Cup of Milk	1 Milk
For Dinner:		
	Chicken	2 Meat & Beans
	String Beans	1 Vegetable
	Potatoes	1 Vegetable
Snack:		
	1 large chocolate chip cookie	2 Extras

I did the following physical activities:

_____

_____

_____

The amount of time I spent being active:

_____

_____

_____

******** "Treat Your Body Right!" Pledge ********

I will try to make these three changes in my eating and exercise habits:

1. _____
2. _____
3. _____

(Remember - small steps make a big difference!)

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Background Nutrition Information

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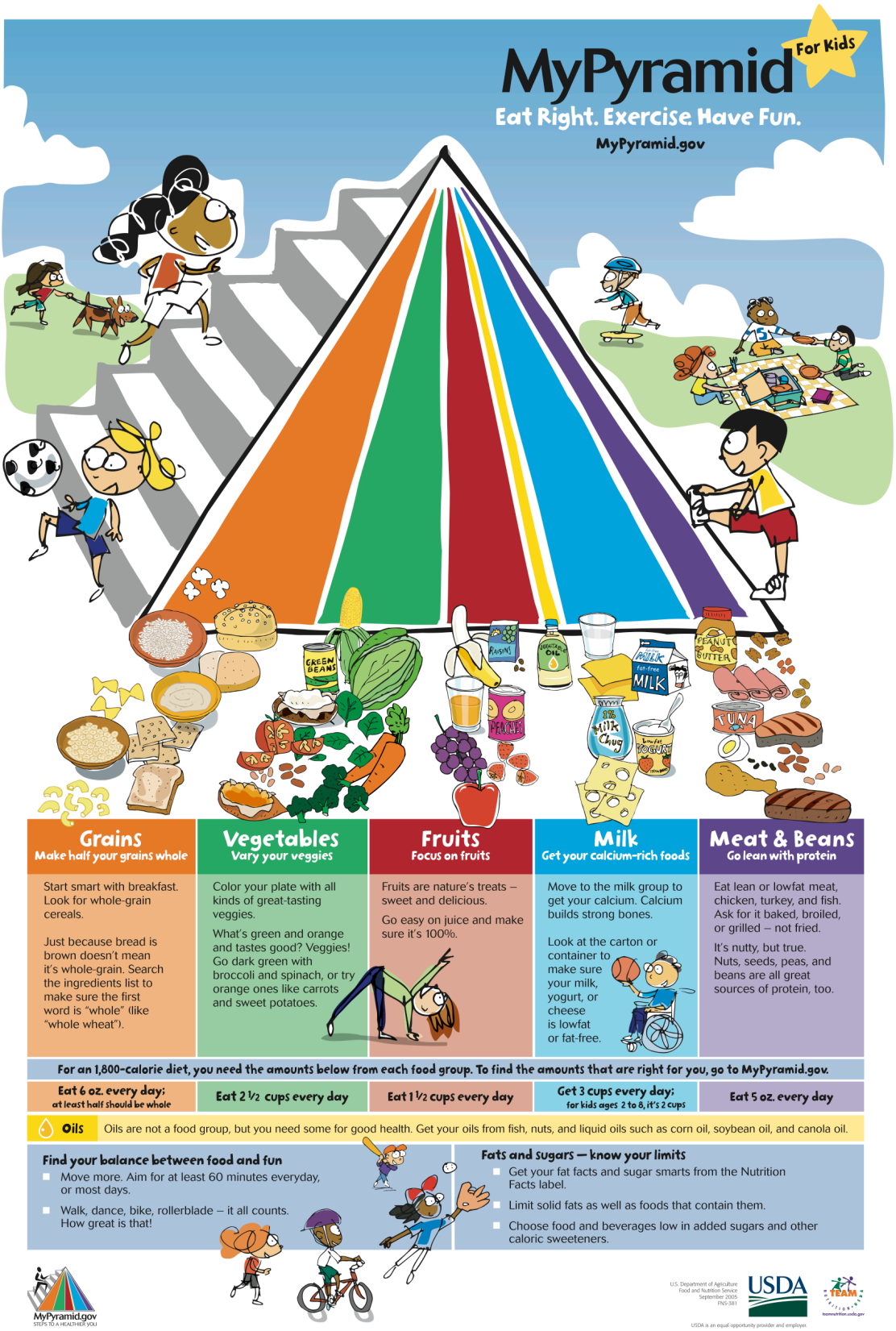
Background Nutrition Information
Section A: MyPyramid



A Close Look at MyPyramid For Kids

MyPyramid for Kids reminds you to be physically active every day, or most days, and to make healthy food choices. Every part of the new symbol has a message for you. Can you figure it out?

Be Physically Active Every Day

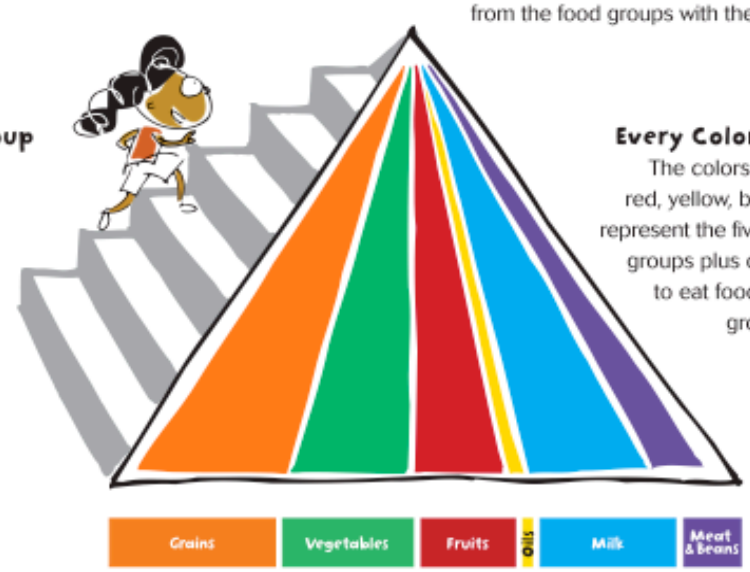
The person climbing the stairs reminds you to do something active every day, like running, walking the dog, playing, swimming, biking, or climbing lots of stairs.

Eat More From Some Food Groups Than Others

Did you notice that some of the color stripes are wider than others? The different sizes remind you to choose more foods from the food groups with the widest stripes.

Choose Healthier Foods From Each Group

Why are the colored stripes wider at the bottom of the pyramid? Every food group has foods that you should eat more often than others; these foods are at the bottom of the pyramid.



Every Color Every Day

The colors orange, green, red, yellow, blue, and purple represent the five different food groups plus oils. Remember to eat foods from all food groups every day.

Make Choices That Are Right for You

MyPyramid.gov is a Web site that will give everyone in the family personal ideas on how to eat better and exercise more.

Take One Step at a Time

You do not need to change overnight what you eat and how you exercise. Just start with one new, good thing, and add a new one every day.

MyPyramid.gov
STEPS TO A HEALTHIER YOU

U.S. Department of Agriculture
Food and Nutrition Service
September 2005
FNS-388

USDA

TEAM Nutrition
teamnutrition.usda.gov

USDA is an equal opportunity provider and employer.

Background Nutrition Information
Section A: MyPyramid

Explanation & Key Points of MyPyramid

The symbol of the **MyPyramid** was designed to remind people to make healthy food choices from a wide variety of food groups and to be active every day.

1. **Variety**: Each food group provides our bodies with different sets of nutrients that are necessary to grow strong and healthy bodies. The five main color bands represent the five food groups: grains, vegetables, fruit, milk (calcium-rich products), and meat & beans, plus a thin yellow band representing oils. Wholesome foods from all five food groups are needed every day. Sweets are not in any food group and are considered to be "extras."

2. **Proportionality:** The different widths of the colored food bands suggest how many servings from each food group a person should eat: the wider the band, the more servings recommended. Visit the MyPyramid website at **www.mypyramid.gov** to determine the appropriate number of servings recommended for different people based on age, weight, and activity level.

3. **Activity**: The importance of being active every day is demonstrated by the figure walking up the stairs on the left side of the pyramid. It's recommended that children aim for at least 60 minutes of physical activity every day, which can be divided throughout the day to meet daily goals.

4. **Moderation**: The width of the band for each food group narrows as it approaches the top of the pyramid, representing the idea that more processed, packaged food products should be eaten in lesser amounts. For example, whole-grain bread belongs at the foundation of the grain group; white bread would belong closer to the narrower section at the top. Fresh apples belong at the foundation of the fruit group; canned fruit in sugary syrup would be closer to the top. Baked potatoes would be at the foundation of the vegetable group; fries would be closer to the top.

5. **Personalization and Gradual Improvement**: The figure walking up the steps of the pyramid and the name, "MyPyramid," emphasize finding the healthy eating and exercise plan that works for you. Take small steps each day to improve your eating and exercise habits. Celebrate your victories by feeling and looking better!

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MyPyramid: Tips & Lesson Ideas to Celebrate the Five Food Groups

1. Grains: "Kids with Brains Eat Whole Grains!"

Tip: Make at least half your grains whole grains. Try whole-wheat or whole-grain breads, whole grains like brown rice and oatmeal, and whole-grain cereals like Shredded Wheat.

Lesson Idea: Do a lesson plan on the various staple grains of different cultures and have a potluck where kids can taste whole grain dishes from around the world.

2. "Vegetables, Vegetables, RAW! RAW! RAW! Go Green, Go Orange! That's Where the Nutrients Are!"

Tip: Fresh is best! Try to have a rainbow of colors on your plate! Cut up raw vegetables and make up creative names such as broccoli trees, carrot coins, green pepper pinwheels, making them more fun for kids.

Lesson Idea: Have a fun vegetable tasting party. Serve cut up raw vegetables and a dip of hummus, salad dressing, or balsamic vinegar or grow alfalfa or bean sprouts. Have a taste test with your students.

3. Fruits: Mother Nature's Sweet Treats "Kiwis and apples and pears -- Oh my!"

Tip: Make fruits more child-friendly by cutting them up. Encourage kids to choose 100% fruit juice instead of juice drinks and sodas.

Lesson Idea: Make a "soda naturale" or "fruit spritzer" by combining 100% fruit juice with seltzer. As a class, attempt to make the world's largest fruit salad! Ask each student to bring in a favorite fruit and discuss what makes it their favorite. Have a "fruit parfait" party by adding a scoop of flavored yogurt to fresh fruit.

4. Got Milk?

Tip: Choose low-fat or fat-free milk, yogurt, and cheese more often than high fat products. Note: Many children can't drink milk. There are many calcium-rich alternatives such as calcium fortified soy milk, rice milk or goat milk. And don't forget the dark leafy green vegetables—they're packed with calcium! Encourage kids to switch from whole milk to lower fat choices gradually.

Lesson Idea: Research the different ways various cultures have satisfied their daily calcium requirements, especially those that don't rely on cow's milk. For example, in Japan, a primary source of calcium is from dark leafy greens and sea vegetables, and in Mexico, calcium largely is from lime-treated corn tortillas.

5. Meat & Beans

Tip: Choose leaner cuts of meat and enjoy more chicken, fish, beans, peas, tofu, nuts, and seeds. Bake, broil, grill, or stir-fry foods instead of deep fat frying.

Lesson Idea: Have students research the main protein foods of different countries. Students come from a variety of cultures; host a pot-luck where parents share traditional foods with the class.

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Background Nutrition Information
Section B: The Five Food Groups

The following chart lists the food groups, examples of the foods they contain, serving sizes, the amount that children should eat daily, and why each group is important to good health.

Food Group	Daily Amounts	Tip	Importance to Health
GRAINS: (1 oz. samples) oatmeal (½ cup) rice (½ cup) bread, whole wheat (1 slice) tortillas (1 slice) breakfast cereal (1 oz.) pasta (½ cup) pancakes, waffles (1 medium) muffin (1 medium)	6 oz.	Make at least half your grains whole grains.	Supplies complex carbohydrates (the body's preferred fuel source); much of the B vitamins that help the body grow and stay healthy; important minerals; and fiber.
VEGETABLES: broccoli cabbage carrots collard greens kale corn string beans tossed salad 100% vegetable juice	2½ cups	Try to have a wide variety of vegetables every day. More matters.	Good sources of vitamins and minerals (especially Vitamin A, C, and E, potassium, and folate), and dietary fiber. Supports wound healing, good eyesight, and healthy skin.
FRUITS: banana berries grapefruit orange papaya 100% fruit juice	1½ cups	Make most choices fruit, not juice. If juice, make it 100% real fruit juice.	Supplies vitamins (especially vitamin C which develops body cells and helps fight infections), important minerals, carbohydrates, and fiber.
MILK (& CALCIUM-RICH) PRODUCTS milk (Lactaid milk if needed) yogurt cheese calcium-fortified soy or rice milk calcium-fortified orange juice green leafy vegetables	2-3 cups	Choose fat-free or low-fat most often.	Supplies protein and calcium to keep teeth and bones strong.
MEAT & BEANS beans chicken, turkey, meat, fish eggs (1 egg = 1 oz.) nuts, seeds, nut butters hummus	5 oz.	Choose lean meat and poultry. Vary your choices—more fish, beans, peas, nuts, and seeds.	Supplies protein to build and repair our bodies; vitamins and minerals, especially iron, to keep blood healthy by helping carry oxygen.
OILS	Use sparingly	Make most of your fat choices from fish, nuts, and vegetable oils. Limit solid fats, such as butter.	Supplies essential fatty acids and vitamin E.

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Background Nutrition Information
Section C: How to Read a "Nutrition Facts" Label

Sample Label for
Macaroni and Cheese

Start Here

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 250 — Calories from Fat 110

Limit these Nutrients

Quick Guide to % DV

5% or less is low
20% or more is high

	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 1.5g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

Get Enough of these Nutrients

Footnote

* 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	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Label Reading:

- Reading food labels gives you key information on how to choose the healthiest products.
- The "Nutrition Facts" label is located on the side or back of the packaging of most products or posted near fresh foods such as fruits, vegetables, and fish in the grocery store. The Food and Drug Administration (FDA) and U.S. Department of Agriculture (USDA) require that standard information be provided.
- See next page for a description of each term used on food labels.

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Background Nutrition Information
Section C: How to Read a "Nutrition Facts" Label

SERVING SIZE: The amount considered to be one serving. Be sure to match this number with the amount you are eating. Sometimes you think you're eating only one serving, when the whole package actually contains two or three servings!

# of SERVINGS PER CONTAINER: The number of servings contained in a package.

AMOUNT PER SERVING: The weight measured in grams or milligrams that shows how much of a nutrient is contained in a serving. There are a little more than 28 grams in one ounce.

PERCENT DAILY VALUE: This is the percentage of each nutrient your body needs based on a 2,000 calorie diet.

CALORIES: The number of calories per serving.

CALORIES FROM FAT: The number of calories of fat per serving. Each gram of fat contains nine calories. For example, one teaspoon of butter contains 4 grams of fat or about 36 calories.

TOTAL FAT: The grams of fat per serving. Also check the types of fat found in the food. See Activity #8 on page 10 for more information about fats.

SATURATED FAT: This type of fat may increase blood cholesterol levels and contribute to the clogging of arteries and heart disease.

TRANS FAT: Similar to saturated fat, this fat may increase blood cholesterol levels and contribute to the clogging of arteries and heart disease and is found mostly in processed food.

CHOLESTEROL: A sterol or component of fat found only in animal products that, like saturated fat, can contribute to heart disease. It's recommended to keep intake below 300 milligrams per day.

SODIUM: May contribute to high blood pressure. It's recommended to consume less than 2,400 milligrams per day.

TOTAL CARBOHYDRATE: The number of grams of carbohydrates that includes the dietary fiber and sugar found in foods. Each gram contains four calories.

FIBER: Eating foods rich in fiber helps to promote healthy digestion and reduce blood cholesterol levels. A a reasonable minimum intake of dietary fiber for children older than three years of age is the child's "age plus five grams."

SUGARS: There is no recommended level for sugars; however, health experts recommend less than 6-10 teaspoons of added sugar in foods. Most Americans are consuming too much, especially nutrient-poor simple sugars. It is important to remember that not all sugar is "added sugar"; some foods such as fruits have sugar naturally present in them.

PROTEIN: The grams of protein per serving.

DAILY VALUES: These are daily reference amounts for an average adult (with a total daily intake requirement of 2,000 calories) for each given nutrient.

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Action for Healthy Kids
www.afhk.org

American Alliance for Health, Physical Education, Recreation & Dance
www.aahperd.org/physicalBest

American Dietetic Association
www.eatright.org

American Heart Association
www.americanheart.org

California Foundation for Agriculture in the Classroom
www.cfaitc.org

Centers for Disease Control and Prevention
www.cdc.gov/HealthyYouth/Nutrition/Making-It-Happen

Center for Nutrition Policy and Promotion
www.usda.gov/cnpp

Center for Science in the Public Interest
www.cspinet.org

Children's Nutrition Research Center-Baylor College of Medicine
www.kidsnutrition.org

Dole SuperKids Program
www.dolesuperkids.com

Eating Disorder Referral and Information Center
www.edreferral.com

Fruits & Veggies More Matters
www.fruitsandveggiesmorematters.org

Food and Nutrition Information Center
www.nal.usda.gov/fnic

FoodPlay Productions
www.foodplay.com

HealthierUS
www.healthierus.gov

Healthy Kids Challenge
www.healthykidschallenge.com

Healthy School Meals Resource System
schoolmeals.nal.usda.gov

Kids Health
www.kidshealth.org

MyPyramid
www.mypyramid.gov

National Dairy Council
www.nationaldairycouncil.org

National Gardening Association
www.kidsgardening.com

Nutrition for Kids
www.nutritionforkids.com

The President's Council on Physical Fitness and Sports
www.fitness.gov

School Health Index Assessment & Planning Guide
www.cdc.gov/nccdphp/dash/SHI

School Nutrition Association
www.asfsa.org

United States Department of Health & Human Services
www.hhs.gov/kids

USDA Team Nutrition
www.fns.usda.gov/tn

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Official FOODPLAY Song Sheet

"JUGGLING SUPERSTAR!"
(Note: Johnny can be replaced with Janey)
(Refrain)
Juggling Superstar—
Johnny that's what you are.
Healthy food and fun exercise
will take your dreams soaring through the sky.

His name is Johnny, he's a juggler, and he's feeling real good.
He'll make it to the top team, like you know he should!
And he'll owe it all to Coach and to all of you who took him to school,
to help him to learn about the "Eat-to-Win" rule!

You gotta feed your body with primo fuel
to juggle at your best and be real cool.
Sugar gives you energy that just won't last.
And, junk food wears your body down real real fast.
You don't want that!

1-2-3-4!
(Refrain)

To give your body all the fuel it needs,
go for the healthy stuff with long-lasting energy.
There are so many great fresh foods from which to choose,
just take it from me and you won't ever lose!

I said his name is Johnny, now he's a juggling star.
Balancing his diet and staying active will take him far.
He eats to win, he wins to eat.
Keeping his mind and body healthy is a terrific feat.

That's the real dealio so keep the party jumping
with the heart healthy beat to keep the party pumping!

(Refrain)

"TREAT YOUR BODY RIGHT!" RAP

Hey champ! Get off the junk food track!
Variety is where it's at.
Try something new, fresh and nutritious,
doesn't have to be junk food to be delicious.
Eating well will give you energy
to be healthy and the best that you can be.

Treat your body right…
Eat to the beat and work it out!

Don't be fooled
by what appears to be cool.
Good things to eat can taste good too.
Learn to read labels so you can be able
to know what you bring to the table.
Think about it,
you have the power to choose…
More fresh, less packaged foods
make less garbage, paper and plastic.
While you're at it, help save the planet!

Treat your body right…
Eat to the beat and work it out!

Your body is a masterpiece, a work of art,
The only one you have, so, be smart.
Take care of it and you'll feel good, look good,
and be the coolest kid in the neighborhood!

Treat your body right…
Eat to the beat and work it out!

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