

# FOODPLAY

**NEW!**

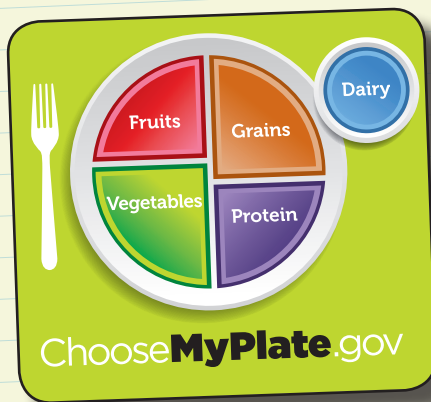
## MyPlate Activity Kit

Dear Educator,

We hope that your students enjoyed FOODPLAY and are excited to learn more about healthy eating and active living!

Here are eight fun follow-up activities you can do in your classroom, using the new MyPlate food guide to make nutrition come alive.

Note: There are more activities to check out in the FOODPLAY Teachers' Activity Guidebook, found at: <http://www.foodplay.com/resourcekit#hannaford> (password: HealthySchools).



Hannaford Supermarkets is pleased to bring the 'Gift of FOODPLAY' to your school!!



[www.hannaford.com](http://www.hannaford.com)

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**FOODPLAY**  
productions  
Turning kids on to healthy habits!

For more fun activities, free downloads, and cool resources, visit us at:

[www.foodplay.com](http://www.foodplay.com)



# MyPlate Activity Kit

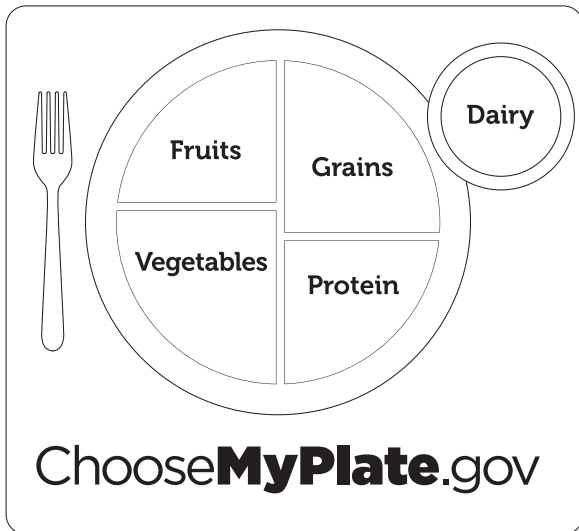
## Background Information

### I. About MyPlate:

#### Background

In June of 2011, First Lady Michelle Obama and the USDA unveiled MyPlate, the new generation nutrition icon for healthy eating. MyPlate adds on to the earlier MyPyramid concept by emphasizing a simple set of guidelines to help people put the healthiest choices on their plate.

MyPlate promotes the same five major food groups (with a few name changes), but emphasizes the importance of portion size, filling half your plate with fruits and vegetables, and making at least half your grains, whole grains. It reminds us to choose lean protein foods, go for calcium-rich, low-fat milks, yogurts, and cheeses, and replace soda and sugary drinks with water. It also encourages lower sodium choices.



#### How to Teach with MyPlate

This simple MyPlate icon is a fun image to use when teaching nutrition to your students. They can graphically see what makes up a healthy balanced meal, and recognize if they are eating from all five food groups, with mostly “GO foods” in appropriate portion sizes. As with MyPyramid, always try to put the spotlight on physical activity, encouraging children to have fun being active every day, for at least one hour. More is even better!

### MyPlate Tips for Healthy Eating

#### Balancing Calories:

- \* Enjoy your food, but eat less.
- \* Avoid oversized portions.

#### Foods to Increase:

- \* Make half of your plate fruits and vegetables.
- \* Make at least half of your grains whole grains.
- \* Switch to fat-free or low-fat (1%) milk.

#### Food to Reduce:

- \* Compare sodium in foods like soup, bread, and frozen meals. Choose the foods with lower numbers.
- \* Drink water instead of sugary drinks.

For more information about MyPlate, visit:

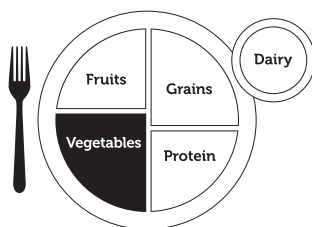
[www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov)

For more fun food and nutrition activities and resources, visit:

[www.foodplay.com](http://www.foodplay.com)

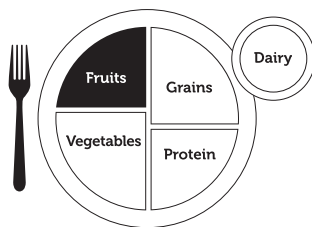
## II. The Five Food Groups

Foods can be divided into five major food groups, with each group providing important sets of nutrients needed for our bodies to grow strong, keep healthy, and give us the energy we need for work and play. It's important that we try to eat a wide variety of foods from each good group throughout the day to make sure we satisfy our bodies' nutritional requirements. For more information about each food group, visit [www.ChooseMyPlate.gov/foodgroups/index.html](http://www.ChooseMyPlate.gov/foodgroups/index.html).



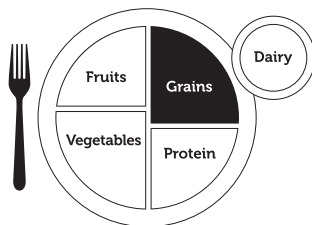
**VEGETABLES** provide essential vitamins, minerals, and fiber, which keep us healthy and are involved in all of the body's functions.

*Examples: broccoli, peppers, spinach, carrots, potatoes, peas, sweet potatoes, kale, collard greens, string beans, squash, zucchini*



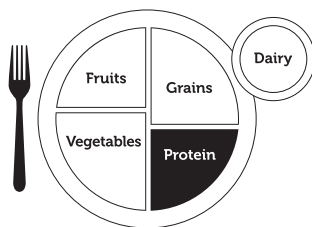
**FRUITS** are Mother Nature's sweet treats and provide vitamins, minerals, and fiber, along with carbohydrates for energy.

*Examples: oranges, apples, grapes, pears, bananas, mango, strawberries, blueberries, watermelon, grapefruit, kiwi, papaya*



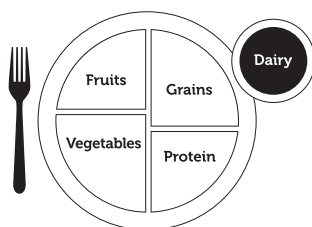
**GRAINS** (particularly **WHOLE GRAINS**) provide complex carbohydrates for longer lasting energy and fiber, along with important vitamins and minerals.

*Examples: whole grain bread, whole wheat pasta, brown rice, oatmeal, shredded wheat, quinoa, barley, millet, bulgur, popcorn, amaranth*



**PROTEIN** foods provide the raw materials to build our bodies. Protein is the building block for bones, muscles, cartilage, skin, and blood, as well as for enzymes, hormones, and vitamins.

*Examples: lean choices of meat, baked chicken, grilled fish, veggie burgers, beans, nuts, seeds, eggs, tofu*



**DAIRY** foods provide calcium, vitamin D, and protein for building strong bones and teeth.

*Examples: low-fat yogurt, milks, and cheeses (and dark green leafy vegetables are also packed with calcium!)*

### III. GO Foods and WHOA Foods

#### Help Kids Develop Healthy Habits to Last a Healthy Lifetime!

Studies show that eating balanced diets rich in fresh fruits and vegetables, lean protein foods, whole grains, and calcium-rich foods, helps people stay healthy and prevent disease. In America, the leading causes of death and disease are related to our diet and exercise habits. Childhood obesity and diabetes caused by poor food choices and inactive lifestyle habits are increasing at alarming rates. Eating too much unhealthy fat can lead to high cholesterol levels, heart disease, and cancer. Eating too much sugar can cause tooth decay, weight gain, and diabetes. Eating too much salt can increase a person's risk of high blood pressure and stroke.

There are many ways to help children identify foods that support health and prevent disease, and to look out for those that contribute little in the way of nutrients but are rich in calories, fat, sugar, salt, and additives. At the elementary school level, we find that naming healthy foods "GO foods" and the less healthy foods "WHOA foods" is a good way to start the process.

**GO FOODS** are full of the nutrients we need to keep GOing strong, give us long-lasting energy, protect us from disease, and keep us healthy and energized. They tend to be whole foods, close to their natural state, with little added processing. GO foods also tend to be better for the health of the planet, as they use less resources and create less garbage. We should encourage our students to choose mostly GO foods and limit their intake of WHOA foods to only once in a while.

**WHOA FOODS** are products that are high in sugar, fat, salt, and/or additives. Generally, the more a food is processed, the more nutrients are stripped from the original food and the more sugar, fat, and salt are added. WHOA foods do not provide much nutritional value for the calories they contain. Unfortunately, it is the WHOA foods that are often most available and are highly advertised to children on TV and the internet. While children can eat these products once in a while, there isn't a lot of room for WHOA foods in a healthy, balanced diet. Your help in empowering kids to go for the GO foods and cut down on soda, sweetened drinks, candy, cookies, cakes, chips, fried foods, and high sodium foods will help them develop healthy habits that can last a lifetime!



## IV. A Very Special Emphasis on Fruits and Veggies — Fill Half Your Plate!

Fruits and vegetables are a colorful and delicious way to power up your meals! They are full of nutrients that help our bodies grow and stay healthy. Because they are low in calories and high in nutritional value, they are said to be nutrient-dense. Fruits and vegetables contain fiber to keep our digestive tracts working efficiently and help us feel full, complex carbohydrates for energy, and vitamins and minerals that help in all our body's processes to keep us growing healthy and strong. Studies show that increasing our intake of fruits and vegetables can offer protection against cancer and heart disease, and helps keep us healthy and happy!

### **Fruits & Veggies — What are they good for? ABSOLUTELY EVERYTHING!**

Here are the major nutrients fruits and vegetables provide:

- **Vitamin C:** Vitamins A, C, and E are known as “antioxidants” which help prevent cell damage throughout the body. Vitamin C also aids in wound healing, and is needed for the synthesis of collagen, the cementing material that holds body cells together. Vitamin C helps the body resist infection, reduces the severity of colds, strengthens blood vessels, and keeps gums healthy. Studies also have shown that Vitamin C can help protect against certain types of cancers.
- **Vitamin A:** Also known as beta carotene (the form found in fruits and vegetables), Vitamin A helps us see in the dark! Beta carotene helps keep skin smooth and healthy, protects mucous membranes from infection, and helps maintain a strong immune system to protect against disease.
- **Vitamin E:** A major antioxidant, Vitamin E protects cells and fats in body tissues from deterioration during a wide variety of the body's chemical processes. It also protects the lungs from becoming damaged if breathing polluted air.
- **Calcium:** Calcium is the main structural component of bones and teeth, and is important in all the body's metabolic processes. Kids especially need to consume adequate amounts of calcium in their diet when young, because that is when bones are being built. The more calcium children get in their early years, the more will be stored in their bones, and the stronger their bones will be as they grow older. When the body isn't getting the calcium it needs from one's diet, it will take calcium from the bones, which can cause brittle bones or osteoporosis.
- **Iron:** We need iron to make hemoglobin, which carries oxygen in the blood. This oxygen is brought to other cells where it is used to give the cell power. Iron also assists in the synthesis of neurotransmitters (like dopamine and norepinephrine) which aid in sending signals from cell to cell. Without them, there would be no interaction between our neurons and the rest of the cells in the body.
- **Fiber:** Having fiber in the diet helps the body rid itself of wastes, and keeps one's intestines clean and bowel function regular. Fiber also provides bulk, helping to make us feel full when we eat a fiber-rich meal.

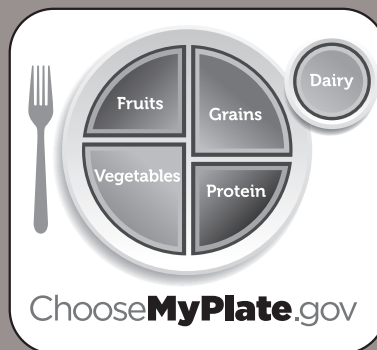
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# MyPlate Activity Kit

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# MyPlate Activity Kit Activities





## Activity #1: Discussion & Constructed Response to FOODPLAY

### Directions for Teachers

Health, Language Arts

**Objective:** Students will increase their understanding of the importance of eating healthfully and engaging in daily physical activity by reading the Plot Summary of the FOODPLAY show and providing answers to the constructed response activity.

Have students read the Plot Summary of the FOODPLAY show in **Activity #1**, and then answer the questions on a separate sheet of paper. For younger students, lead a class discussion instead.

**Question 1: Explain why breakfast is considered the most important meal of the day. What are some ideas for nutritious breakfasts that have foods from at least 3 food groups?**

**Answer:** Breakfast gives your body the fuel it needs to provide long-lasting energy for the whole morning. Children who eat breakfast also do better in school, and in sports, and they get sick less often. Does your school offer school breakfast? If so, try to promote it as much as you can!

*Nutritious breakfast example: whole wheat toast with almond butter (Grains, Protein), a banana (Fruits), and a glass of low-fat milk (Dairy)*

**Question 2: Explain why soda is not a healthy drink. Name three more nutritious drinks JJ could have instead of soda.**

**Answer:** Soda contains a lot of sugar — 10 teaspoons per can. All of that sugar, plus the added colorings, flavorings, phosphoric acid, and caffeine, are not healthy for kids.

More nutritious drinks include: low-fat milk, soy milk, rice milk, almond milk, 100% fruit juice, water, seltzer, and natural soda (1/2 seltzer, 1/2 fruit juice).

**Question 3: Describe the best way to find out what the ingredients are in a food or drink. Explain how to identify the main ingredient.**

**Answer:** The best way to find out what a food or drink is made of, is to read the ingredient label found on the side of the food package. Ingredients are listed in order by weight. The first ingredient listed on the label is the main ingredient, which means the product contains more of that ingredient than anything else.

**Question 4: Explain how to use MyPlate to select a healthy diet. Then name one of your favorite GO foods from each of the five food groups.**

**Answer:** By choosing GO foods (healthy foods) from each of MyPlate's five food groups, you wind up with a healthy, balanced diet. For GO food examples, see **Background Information, page 2**.

**Question 5: How much of MyPlate should be filled with fruits and vegetables? Why?**

**Answer:** Try to fill half of your plate with fruits and veggies, and enjoy fruits and veggies throughout your day. They are like super foods, packed with nutrients. See **Background Information, page 4**.

**Question 6: Why is physical activity important? What are three of your favorite ways to keep active?**

**Answer:** Physical activity burns calories, maintains a healthy weight, builds muscle and stronger bones, strengthens the heart, and even makes people feel better. Everyone should be physically active for at least an hour a day! It keeps us from getting tired, and helps us have more fun!

## Activity #1: Constructed Response to FOODPLAY

Name: \_\_\_\_\_

### Plot Summary of FOODPLAY:

Janey/Johnny (JJ) is trying to make the National Junior Juggling Team, but keeps dropping the balls! Coach helps her discover the problem — it's her unhealthy eating habits! For starters, she didn't eat breakfast before practice, so she didn't have long-lasting energy. Coach reminds her that SOMETHING nutritious for breakfast is always better than nothing...and if she can't get breakfast at home, she can get it at school. Breakfast is the most important meal of the day because it provides energy needed to last the whole morning. Breakfast eaters do better in school. They can concentrate more easily, score higher on tests, get sick less often, and perform better in sports.

Coach also shows JJ how much sugar is in a can of soda, and explains that the sugar, colorings, flavorings, phosphoric acid, and caffeine do not make for a healthy drink. Healthier choices include low-fat milk, soy milk, 100% fruit juice, and water — the body's favorite.

Coach helps JJ understand that food and drink advertisements do not always tell the whole truth about a product. If she can't believe what she sees on TV, she can always believe what she reads on the ingredient label on the side of a food package. Ingredients are listed in order by weight. The first ingredient listed is the main ingredient, which means the product includes more of that ingredient than anything else. Make sure to "Read It Before You Eat It!"

JJ learns how to use MyPlate as a guide to select a healthy diet by choosing GO foods from each of the five food groups — Fruits, Vegetables, Grains, Proteins, and Dairy. JJ learns that it is important to eat like a rainbow and fill half of the plate with colorful fruits and vegetables. Fruits and vegetables are GO foods, and are full of vitamins, minerals, and fiber — nutrients our bodies need to grow strong and keep healthy. Plus, they're crunchy and delicious!

JJ also learns that there are many fun ways to be physically active every day; walking, dancing, biking, playing basketball...what's YOUR favorite?

**DIRECTIONS:** Read about the FOODPLAY show above, and then answer the following questions on a separate piece of paper.

- Question 1:** Explain why breakfast is considered to be the most important meal of the day. What would be a nutritious breakfast that has foods from at least 3 food groups?
- Question 2:** Explain why soda is not a healthy drink. Name three more nutritious drinks JJ could have instead of soda.
- Question 3:** Describe the best way to find out what a food or drink is made of. Explain how to identify the main ingredient.
- Question 4:** Explain how to use MyPlate to select a healthy diet. Then name one of your favorite GO foods from each of the five food groups.
- Question 5:** How much of MyPlate should be filled with fruits and vegetables? Why?
- Question 6:** Why is physical activity important? What are three of your favorite ways to keep active?



## Activity #2: Rate Your Plate!

Health

### Directions for Teachers

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**Objective:** Children will learn how to create MyPlate by filling in the foods they ate for lunch (today or yesterday) in the proper food groups.

**Directions:**

1. Discuss with children what the MyPlate icon is and what the five food groups are by reviewing the **Background Information, page 1**.
2. Put up on the chalkboard the names of the five food groups.
3. Have your students try to name foods that belong in each group.
4. Ask students to put either today's or yesterday's lunch into the MyPlate, by writing in the names of the foods in the proper food groups. Discuss with children that combination foods can belong to more than one food group. For example, pizza contains crust (Grains), tomato sauce (Vegetables), cheese (Dairy), and sometimes other toppings like meat (Protein) or more vegetables!
5. Have students review their MyPlate to see if they ate from all five food groups for lunch. If they didn't, have a discussion to help them come up with healthy ideas to balance their meals.

**Note:** Every meal does not have to include all five food groups — it's just a general guideline to work toward throughout one's whole day.

**Special Note:** Please be sensitive to the reality of today's economic conditions, in which many families cannot afford optimal nutrition. Encouraging your students to take part in school breakfast and lunch programs will help ensure that they do not go hungry.



## Activity #2: Rate Your Plate!

Name: \_\_\_\_\_

1. What I had for lunch:

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2. Break down your foods into the five food groups.

Fruits:

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Vegetables:

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Grains:

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Protein:

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Dairy:

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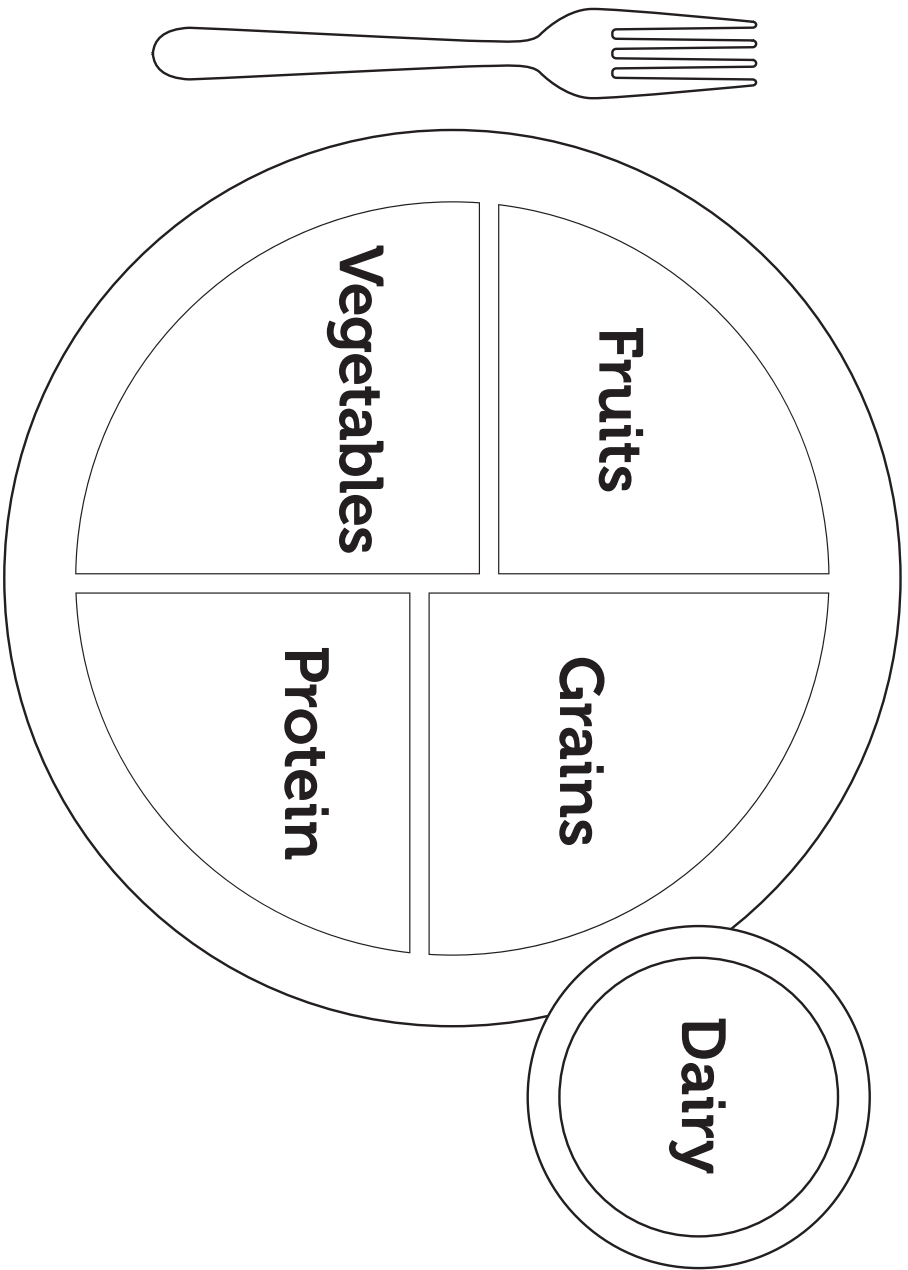
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# Choose My Plate.gov

3. Fill in the food groups with the name or picture of the foods you ate.

4. Are you missing any food groups? If so, which ones? \_\_\_\_\_



## Activity #3: MyPlate BINGO!

### Directions for Teachers

Health, Language Arts

**Objective:** Students will learn how to eat a wide variety of healthy foods from the five food groups making up MyPlate.

#### Directions:

##### Part I:

1. Review **Background Information, pages 1-4.**
2. Talk with your students about the different food groups, their health benefits, and examples of foods found in each group.
3. Discuss the differences between GO and WHOA foods, with examples from each food group.
4. Now it's time to start **MyPlate BINGO**. Tell students that you will be naming pairs of foods. One food in each pair will be a GO food, and the other will be a WHOA food. Have them decide which is the GO food. Then, find the food group to which it belongs and draw its picture in the correct section of MyPlate. Remember, GO foods are "anytime" foods, and WHOA foods are just "once in a while" foods.

(NOTE: If you can, show the pictures of each food by cutting out images from a magazine, finding them online, or drawing them on the blackboard.)

5. Read the following list of food pairs slowly, so that students have time to draw a picture of the GO food for each food group. Students who fill up their plates with GO foods can call out "BINGO!" and win the game! We hope everyone will be a winner!

Pairs of GO and WHOA foods (**GO foods** are printed in **bold**):

**Fresh Grapes** / Grape Fun Fruit Snax (FRUITS)

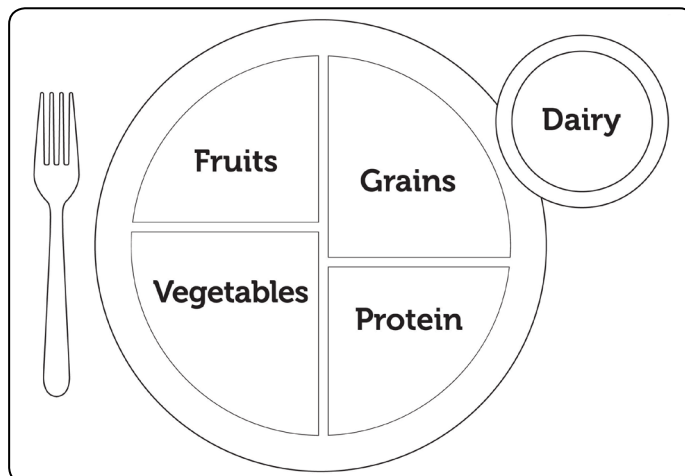
French Fries / **Baby Carrots** (VEGETABLES)

Fried Chicken / **Grilled Chicken** (PROTEIN)

**Whole Wheat Bread** / Donut (GRAINS)

**Low-fat Milk** / Chocolate-Flavored Milk (DAIRY)

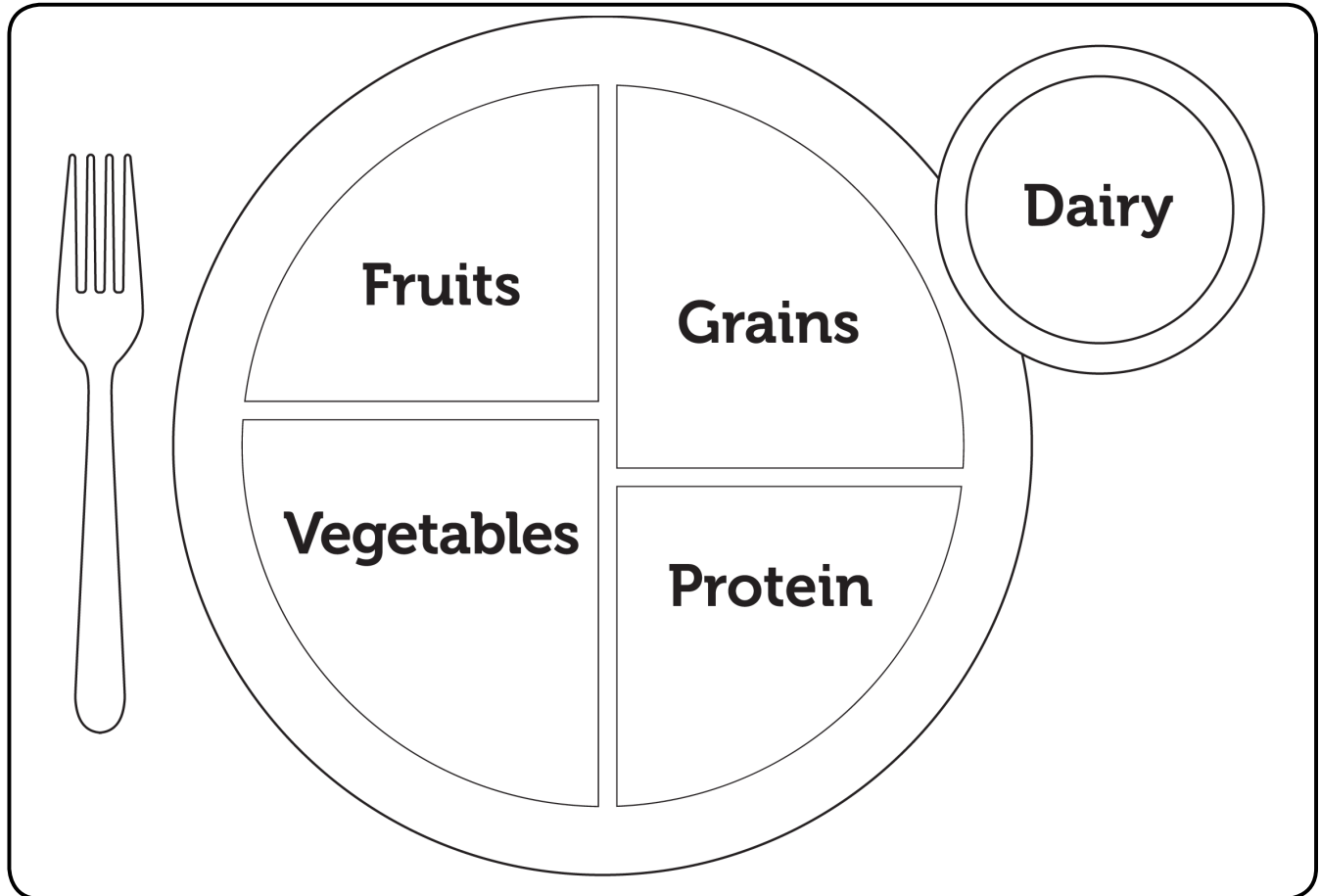
**Part I:** At the bottom of the activity sheet, have students fill in the missing vowels of the names of the five food groups.



### Activity #3: MyPlate BINGO!

Name: \_\_\_\_\_

**Part I.** Your teacher will call out the names of two foods for each food group. One food will be a GO food, and one will be a WHOA food. When you hear the name of the GO food, draw its picture in the correct food group in the MyPlate below! When you fill out all five food groups with GO foods, call out "Bingo!"



**Part II.** After MyPlate Bingo, fill in the missing vowels in the box below to complete the names of the five food groups. Look at the "health benefits" for clues!

#### Food Groups

V \_ \_ g \_ \_ t \_ \_ b l \_ \_ s:

F r \_ \_ \_ t s:

G r \_ \_ \_ n s:

P r \_ \_ t \_ \_ \_ n:

D \_ \_ \_ r y:

#### Health Benefits

Keep us healthy, and are full of vitamins, minerals, and fiber!

Mother Nature's sweet treats packed with vitamins, minerals, and fiber!

For longer lasting energy and fiber, go for whole grains!

Builds our bodies, and helps us grow big and strong!

For strong bones and teeth!



## Activity #4: Chef For A Day!

### Directions for Teachers

Health, Language Arts

**Objective:** Students will learn how to use MyPlate to plan a day's worth of healthy meals with foods from each food groups.

#### Directions:

1. Review MyPlate with your students. Discuss **MyPlate Tips for Healthy Eating** (see **Background Information, page 1**), and review the five food groups.
2. You may wish to use the school lunch as a model. On the board, break down the lunch into the five food groups. Again, if a food or combination food comes up which belongs in multiple food groups, help your students break it down into its components and decide to which food group each belongs. For example, a fresh sub sandwich contains bread (Grains), turkey (Protein), and lettuce, tomato, and onions (Vegetables).
3. Ask your students what are some of their favorite meals? Start with breakfast, then lunch, then dinner. It's interesting to see why some meals are favorites — often it is because they are related to a family tradition, celebration, or “momma's home cooking!”
4. Tell students that each of them gets to be a “Chef For A Day” and come up with a menu for three balanced meals — breakfast, lunch, and dinner. They'll see that it's not that easy, but something that their school's food service staff, as well as their parents, often have to do every day!
5. Direct students to the **Activity #4** worksheet. Have them write the name of each meal in the space provided. Encourage students to become creative and healthy “chefs!” Invite them to think up exciting names for their meals, and label them in the spaces provided. Coming up with descriptive names like “Eat-Like-A-Rainbow Salad,” is a great way for kids to develop their communication skills.
6. Next, have students fill in the foods and drinks that make up each meal in the boxes next to each MyPlate. When they have completed this, have them put the names of the foods in the corresponding food groups on each MyPlate.
7. Review students' meals as a class, discussing their selections. What was hard for them? What was easy?

#### Additional Activity:

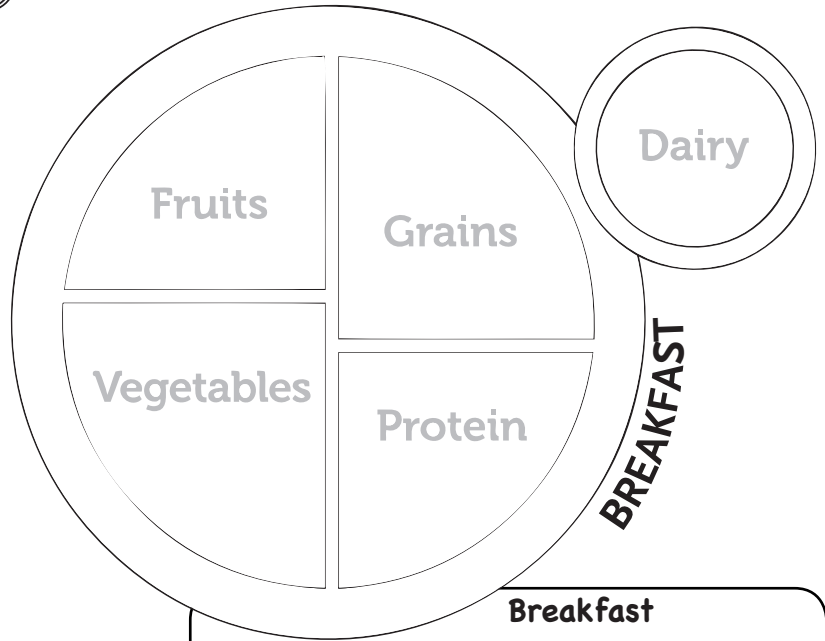
1. Have students create an imaginary restaurant. What would they call it? What kinds of foods would they serve? Have them create an attractive menu with healthy specials.

# Activity #4: Chef For A Day!

Name: \_\_\_\_\_

**You're the chef!** Create a day's worth of three balanced meals with your favorite GO foods! Make a MyPlate for breakfast, lunch, and dinner. For fun, create delicious-sounding names for your meals, such as "Eat-Like-A-Rainbow Salad!" Write the names in the spaces marked "Name of Meal."

Next, write in the foods and drinks that make up each meal. Can you find the right food group to which each food or drink belongs? Put the name of each food in its food group section on each meal's MyPlate.



**Breakfast**

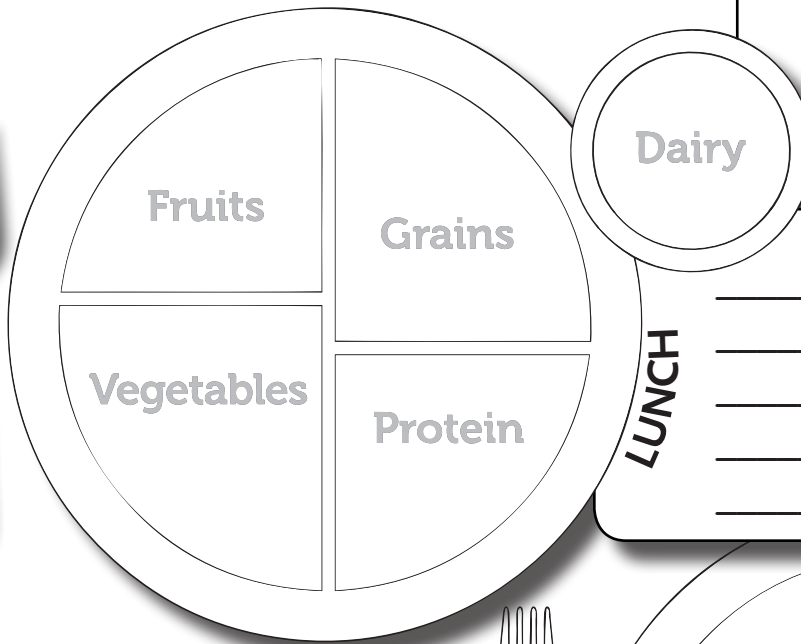
Name of Meal: \_\_\_\_\_

Food + Drinks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Lunch**

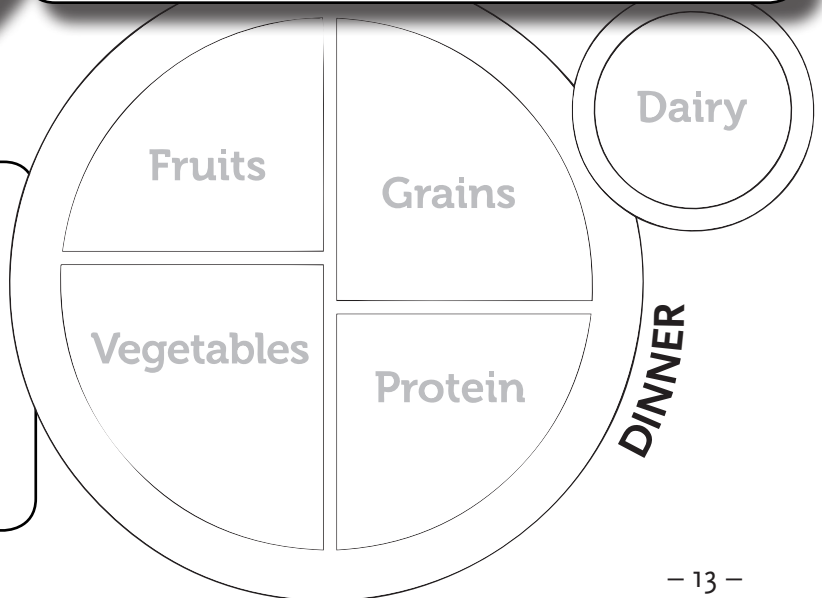
\_\_\_\_\_ (Name of Meal)

\_\_\_\_\_ (Food + Drinks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Dinner**

Name of Meal: \_\_\_\_\_

Food + Drinks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Activity #5: Eat Like A Rainbow

### Directions for Teachers

Health, Art

**Objective:** Children will learn why it's important to "eat like a rainbow!" as they create a color wheel with fruits and vegetables.

#### Directions:

1. Discuss the benefits of eating fruits and vegetables, and how many different kinds and colors there are. Explain to students how it's fun to make a rainbow of color on their plate — with different colors of fruits and vegetables. Each color provides different sets of important nutrients, and there are so many to choose from! (See below for a list of fruits and veggies by color.)
2. Put the names of the different colors on the chalkboard, or ask children what the different colors of the rainbow are. "ROYGBV" is a great way to remember the colors! Then, have your students try to name all the fruits and veggies they can think of for each color. You can even divide the students into groups, each taking a different color to research different fruits and veggies that apply.
3. It's time to make the Color Wheel. If possible, provide kids with paints and brushes. If not, use markers or crayons. Ask children to color the foods on their activity sheet. First, have them color the primary colors: color the tomato red, the banana yellow, and the blueberries blue.
4. Have children color the secondary color, starting with carrots. Ask what color they should be, and then instruct your students to mix orange from red and yellow, so they can color the carrots. Do the same for the grapes (blue+red = purple), and broccoli (yellow+blue = green).
5. Have them read or sing the "Eat Like A Rainbow" song out loud. For a copy of the music CD, visit: [www.foodplay.com/store](http://www.foodplay.com/store)

#### A Rainbow of Flavor...

Below is a list of popular fruits and vegetables by color. See if your students can come up with any more!

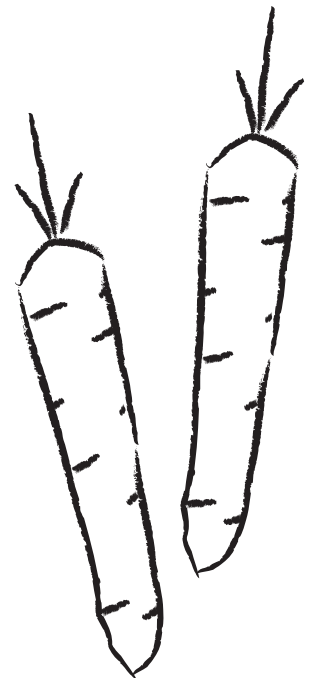
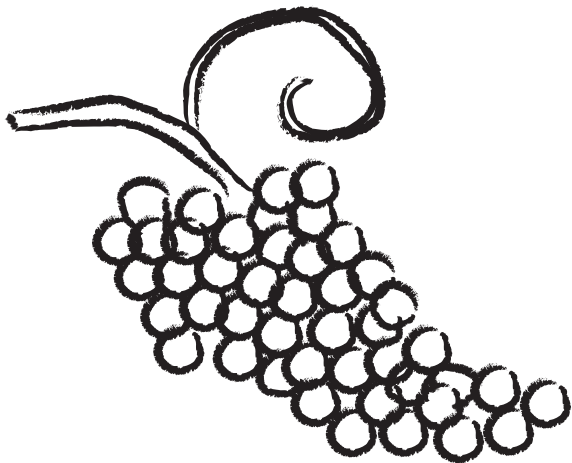
RED	ORANGE	YELLOW	GREEN	BLUE/INDIGO/ VIOLET
<b>FRUITS</b>	<b>FRUITS</b>	<b>FRUITS</b>	<b>FRUITS</b>	<b>FRUITS</b>
Apples	Apricots	Lemons	Avocados	Blackberries
Cherries	Cantaloupe	Grapefruit	Green Apples	Blueberries
Cranberries	Mangoes	Peaches	Green Grapes	Figs
Pomegranates	Nectarines	Pineapple	Honeydew Melon	Juneberries
Red Grapefruit	Oranges	Yellow Apples	Kiwi	Plums
Red Raspberries	Papayas	Starfruit	Limes	Prunes
Strawberries	Peaches			Purple Grapes
Tomatoes	Persimmon			Raisins
Watermelon	Tangerines			
<b>VEGETABLES</b>	<b>VEGETABLES</b>	<b>VEGETABLES</b>	<b>VEGETABLES</b>	<b>VEGETABLES</b>
Beets	Butternut Squash	Cabbage	Broccoli	Eggplant
Chile Pepper (red)	Carrots	Corn	Brussels Sprouts	Blue Potatoes
Radishes	Pumpkin	Onions	Chile Pepper (green)	
Red Cabbage	Rutabagas	Turnips	Cucumbers	
Red Peppers	Sweet Potatoes	Yellow Peppers	Green Beans	
Red Potatoes		Yellow Squash	Greens (Kale, etc.)	
Rhubarb		Yellow Tomatoes	Peas	
			Spinach	
			Zucchini	

## Activity #5: Eat Like A Rainbow

Name: \_\_\_\_\_

**Make a FRUIT and VEGETABLE Color Wheel!** Fruits and veggies are great ways to add color to your plate. And, they give your body the vitamins, minerals and fiber you need to grow strong and healthy. There are so many colorful fruits and vegetables to choose from. Try to eat a "rainbow of colors" with fruits and veggies throughout the day!

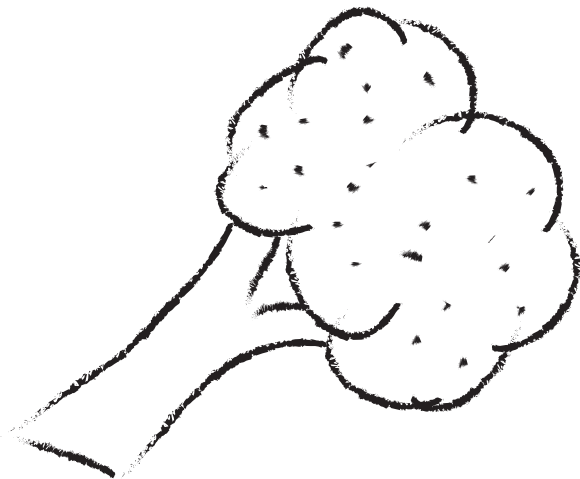
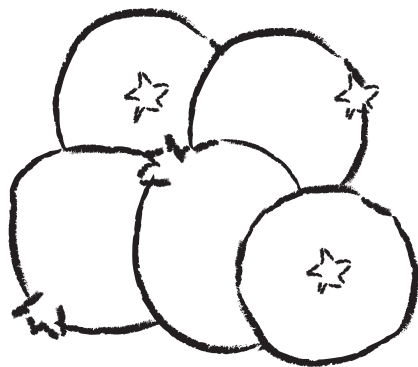
**DIRECTIONS:** Color the tomato (red), the banana (yellow), and the blueberries (blue). Then mix your colors (if you're painting), or find the right color (crayons) to fill in the carrots (mix red & yellow), the grapes (mix red & blue), and the broccoli (mix yellow & blue). When you're done, you can sing or recite the "Eat Like A Rainbow" song!



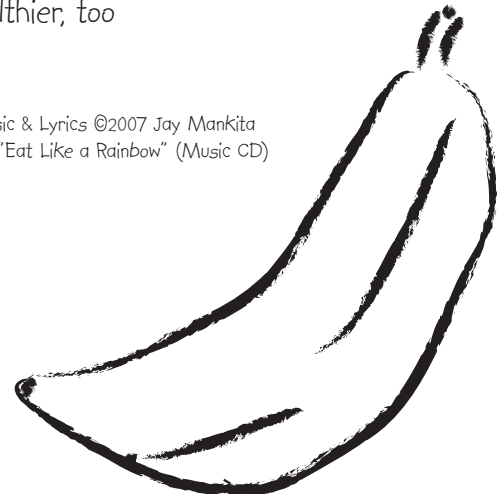
### Eat Like A Rainbow

I like to eat like a rainbow  
Builds my body and it makes my brain grow  
Helps my heart beat and my blood flow  
I like to eat like a rainbow

Red, orange, yellow, and green,  
The tastiest colors I've seen  
I like to eat food that's purple and blue  
'Cause colorful foods are healthier, too



Music & Lyrics ©2007 Jay Mankita  
from "Eat Like a Rainbow" (Music CD)





## Activity #6: Fruit + Veggie Encyclopedia

### Directions for Teachers

Health, Language Arts, Science

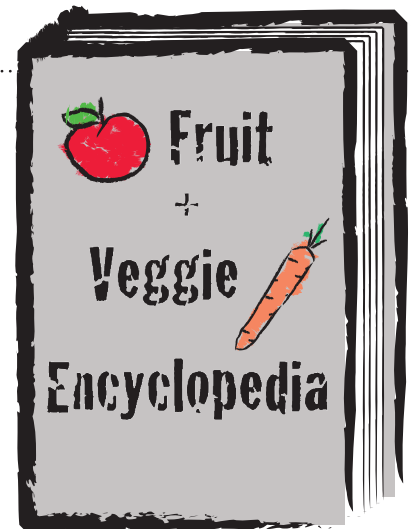
**Objective:** Children will discover the benefits of fruits and vegetables and learn how to research topics, answer questions, and share information. In researching different fruits and vegetables, children will become more familiar with a wide variety of fruits and vegetables and learn about their special benefits, qualities and histories. They will create a class **Fruit + Veggie Encyclopedia** that can be used throughout the year.

#### Directions:

1. Discuss the wonderful world of fruits and vegetables with your class. See **Background Information, page 4**, for information.
2. Have each student “adopt” a fruit or vegetable to research. They can select a favorite, or one they’ve never heard of before, or you can assign them. You can also have them look at the school lunch menu to choose fruits and vegetables served at school, or tie this activity with the foods served as part of the USDA Fresh Fruit and Vegetable Program, if your school offers it.
3. Ask children to do their research at the library or online, if computers are available. Encourage students to seek out answers from cook books, gardening books, and books about food, to get library experience instead of just relying on the web. Also encourage students to look for their fruit or vegetable in the school lunch program, at the supermarket, or at the farmers’ market with their parents.
4. Review questions on the students’ **Activity #6** worksheet with your class to clarify.
5. Once students have completed their research and have filled out their worksheets, put the pages together into a class notebook that can be accessed throughout the year.

#### ADDITIONAL ACTIVITIES:

1. Have students write a fun speech about their fruits or vegetables to say over the loudspeaker for morning announcements to promote the food that will be served that day for lunch or snack.
2. Throughout the year, whenever there is a new fruit or vegetable served at lunch, breakfast, or snack, have children look up the encyclopedia page for that food before the meal to help familiarize students with the new food. Research shows that the more children learn about food in their classroom, the more likely they will be to try the food in the cafeteria.
3. Break your class into groups, and assign each group a fruit or vegetable. Have each team come up with an exciting advertisement for its fruit or vegetable, and then present it to the rest of the class! Or, stage a cooking show and have students demonstrate healthy snacks made with their team’s fruit or vegetable.
4. For a fun event, have kids bring in their fruits or vegetables for a special Fruit + Veggie Party where kids can sample each other’s selections. For free “Tickets to Fresh Adventures! recipe cards, go to: [www.foodplay.com/free\\_materials/kids.html](http://www.foodplay.com/free_materials/kids.html)



## Activity #6: Fruit + Veggie Encyclopedia

Researched by: \_\_\_\_\_

Food Name: \_\_\_\_\_

Country of origin: \_\_\_\_\_

When is it in season? \_\_\_\_\_

Which part of the plant is it? \_\_\_\_\_

(root, stem, leaf, fruit, seed)

Taste:  sweet  sour  spicy  bitter  \_\_\_\_\_

Texture:  crunchy  chewy  juicy  mushy  \_\_\_\_\_

Three fun ways to eat it (give ideas for part of a meal, snack, or even dessert!):

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Is rich in which nutrients? \_\_\_\_\_

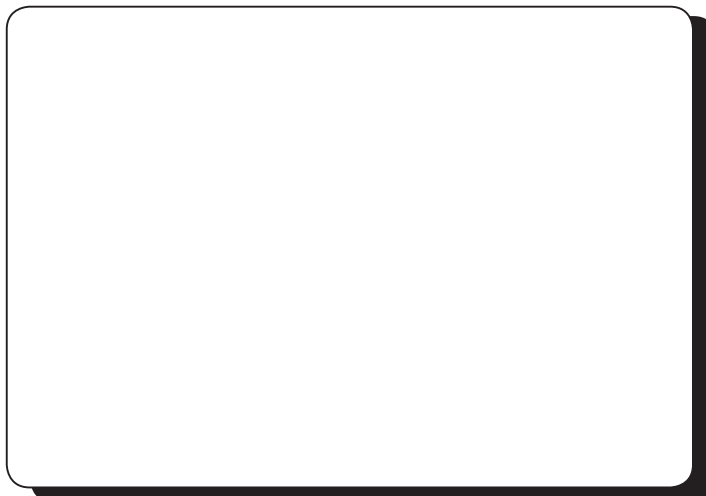
Special health benefits? \_\_\_\_\_

Three fun facts about this food:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_



Draw a picture of the food in this box.

[www.foodplay.com](http://www.foodplay.com)

© 2011 FoodPlay Productions



Draw a picture of the plant that produces the food.



## Activity #7: Snack Wheel

### Directions for Teachers

Health, Language Arts

**Objective:** Students will learn the difference between GO snacks and WHOA snacks by selecting the healthier option from a pair of popular snack choices.

#### Directions:

1. Explain to students that snacks are important. Kids need snacks to provide fuel for the day's activities. But not all snacks are created equal. Some snacks are GO foods and some are WHOA foods. GO Snacks are a great way for kids to fuel their bodies with the longer-lasting energy and nutrients they need. WHOA Snacks provide empty calories without contributing their share of nutrients. Mention that most advertisements on TV are for WHOA Snacks. Fresh, wholesome GO foods don't get the press they deserve! (For more about GO and WHOA foods, see **Background Information, page 3.**)
2. Ask your students what their favorite snack foods are, and make a list of them on the board. When the list is long enough, review the concept of GO and WHOA foods with your students and ask them to determine which snacks are GO foods and which are WHOA foods. Encourage them to look at the ingredient labels of their snacks for more information.
3. Once they have selected the WHOA foods from the list, ask your students if they know why the foods are WHOA foods. If they need help, remind them that WHOA foods generally contain at least one of the following: added sugar, salt, fat, and additives. Looking at the WHOA foods on the board, which foods contain which of these unhealthy additions?
4. Now your students are ready for **Activity #7**. Have them take a look at the food pairs listed on the bottom of the worksheet. Which foods are GO foods, and which are WHOA foods? Have your students write the names of the GO foods from different food groups on the lines of their Snack Wheel in the correct food groups.
5. Students can break down combination foods into the corresponding food groups. Mention that, when choosing a snack, they can make fun combinations with the GO foods found in their snack wheel (like baby carrots and hummus, or apples and peanut butter).
6. Can your students think of more GO foods they'd like to have on their Snack Wheel? Have them write at least one additional GO food snack idea on the 4th line in each food group.
7. Encourage students to bring their Snack Wheels home to post on their fridges, to remind the whole family of GO food snack ideas! If possible, have students paste the wheel onto cardboard or a paper plate, to make it last longer. You can also add a paper fastener, attaching the Snack Wheel to a second plate, so that the plate can spin.

**ADDITIONAL ACTIVITY:** Either on the chalkboard or on paper, have students circle with red the WHOA foods containing added sugar, with blue those containing added fats, and with yellow those containing added salt. Some foods will be circled by all three colors! Which foods were circled by which colors?

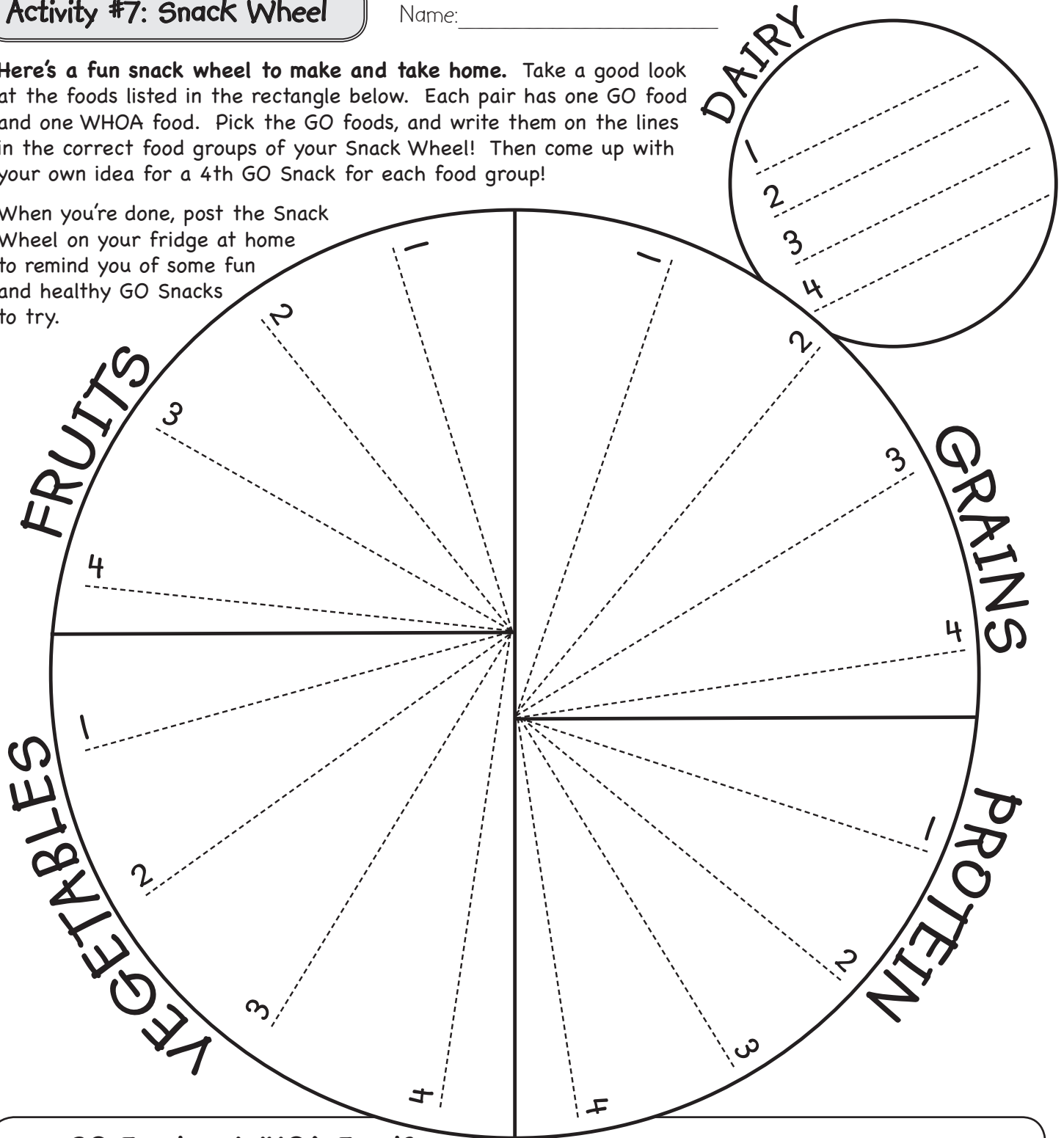
<b>WHOA Foods</b>	
Chocolate Nut Candy Bar: salt, fat, sugar	Donut: fat, sugar
French Fries: salt, fat	Onion Rings: salt, fat
Cheesecake: fat, sugar	Fried Chicken Nuggets: salt, fat
Potato Chips: salt, fat	Fruit Punch: sugar
Sugar Crispies: sugar	Ice Cream: fat, sugar
Spicy Corn Chips: salt, fat	Grape Fun Fruit Snax: sugar
Apple Pie: salt, fat, sugar	Supersize Cheeseburger: salt, fat
	Chocolate Milk: sugar

# Activity #7: Snack Wheel

Name: \_\_\_\_\_

Here's a fun snack wheel to make and take home. Take a good look at the foods listed in the rectangle below. Each pair has one GO food and one WHOA food. Pick the GO foods, and write them on the lines in the correct food groups of your Snack Wheel! Then come up with your own idea for a 4th GO Snack for each food group!

When you're done, post the Snack Wheel on your fridge at home to remind you of some fun and healthy GO Snacks to try.



## GO Food or WHOA Food?

trail mix (nuts, seeds, raisins) / chocolate nut candy bar  
 French fries / baked potato  
 cheese stick / cheesecake  
 fresh salad / potato chips  
 sugar crispies / oatmeal  
 lightly buttered popcorn / spicy corn chips

donut / cinnamon raisin bagel  
 onion rings / baby carrots and hummus  
 grilled chicken breast / fried chicken nuggets  
 100% orange juice / fruit punch  
 ice cream / yogurt parfait  
 fresh grapes / grape fun fruit snax  
 supersize cheeseburger / turkey sandwich with veggies  
 low-fat milk / chocolate milk  
 apple pie / apple



## Activity #8a: MyPlate Diary

### Directions for Teachers

Health, Language Arts, Physical Activity

**NOTE: Activities #8a + #8b are a unit and should be completed over consecutive days.**

**Objective:** In the following two activities, students will learn how to track their daily food intake and activity levels. They will learn how to divide foods into the five food groups, and how to balance their diets using MyPlate. Then, they will learn how to be their own “Food Coach” and assess the quality of their diet by using a set of questions based on the US Dietary Guidelines and MyPlate. They will also learn how to develop a strategy for incorporating step-by-step eating and physical activity improvements into their daily life.

#### Directions (MyPlate Diary):

1. Using the **Activity #8a** worksheet, have students keep track of everything they eat and drink in one day in the first column (Foods & Drinks) along with a rough idea of their serving sizes (such as 1/2 cup, 1 slice, etc). For additional information on serving sizes, visit [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov). Have them also list their physical activities for that day and the time spent doing these.
2. The next day, have students review their Food Diaries, and then break down their foods and drinks into the correct food groups. For high fat and high sugar foods that don't belong in the five food groups, have them use the term “WHOA food.” Then proceed to **Activity #8b**.

Sample:			
	Foods & Drinks	# of Servings	Food Group
<b>For Breakfast:</b>	2 hard-boiled eggs	2	2 Protein
	1 piece of whole-wheat toast	1	1 Grain
	Orange juice - 1/2 cup	1	1 Fruit
<b>For Lunch:</b>	Turkey sandwich	2, 2	2 Grain, 2 Protein
	Apple	1	1 Fruit
	Potato chips - 1 oz.	1	1 WHOA food
	Milk	1	1 Dairy
<b>For Snack:</b>	1 cupcake	1	1 WHOA food
	Milk - 1 cup	1	1 Dairy

Dear MyPlate Diary

## Activity #8a: MyPlate Diary

Name: \_\_\_\_\_

Here's an interesting way to keep track of your eating and physical activity habits:

1. For one day, record everything you eat and drink in the "Foods & Drinks" column, along with the approximate size of the serving (1 piece of whole wheat bread; 1/2 cup of rice, 1 small apple, etc.)
2. After you've completed your MyPlate Diary, write the food group to which each food and beverage belongs in the "Food Group" column.  
NOTE: Combination foods may have foods from more than one food group. Break them into their components in order to label the correct food group.
3. Keep track of the physical activities you do and the amount of time you spent being active in the boxes below.

	Foods & Drinks	Size of Serving	Food Group
<b>For Breakfast:</b>	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
<b>For Lunch:</b>	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
<b>For Snack:</b>	_____	_____	_____
	_____	_____	_____
<b>For Dinner:</b>	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

**I did the following physical activities:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Amount of time I spent being active:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Activity #8b: Do You Treat Your Body Right?

### Directions for Teachers

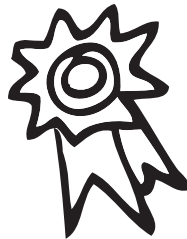
Health, Language Arts, Physical Activity

**NOTE: Activities #8a + #8b are a unit and should be completed over consecutive days.**

**Objective:** In **Activity #8a + #8b**, students will learn how to track their daily food intake and activity levels. They will learn how to divide foods into the five food groups, and how to balance their diet using MyPlate. Then, they will learn how to be their own “Food Coach” and assess the quality of their diet by using a set of questions based on the US Dietary Guidelines and MyPlate. They will also learn how to develop a strategy for incorporating step-by-step eating and exercise improvements into their daily life.

### Directions (Do You Treat Your Body Right?):

1. After students have completed their **MyPlate Diary** for **Activity #8a**, have them read over the questionnaire on **Activity #8b**. Ask one student to volunteer to write his/her Food Diary list on the chalkboard. Ask the rest of the class to review the list and comment on what is positive. Then, ask students to suggest improvements, using the information on the questionnaire as a starting point. Since food and activity choices are personal, make sure to create a safe and comfortable environment in which children can share.
2. Have each student complete the **Activity #8b** questionnaire based on his/her own Food Diary. This can be done in pairs or alone. If done in pairs, have one student become the “food coach” for their partner, and then switch. Again, try to create a safe and comfortable environment for sharing!
3. Next, have students come up with three specific and realistic steps they are willing to take to improve their eating and exercise habits. Have them write these down on the “**Treat My Body Right! Pledge**” at the bottom of **Activity #8b**, and sign the pledge. Then, ask students to share their goals with the class and their families, support and encourage each other, and report back each week on their success in achieving their goals.



### Additional Activities:

1. You may wish to end the unit with a Celebration Fruit & Veggie Party, during which students can prepare and enjoy cut-up fruits, veggies, and dip together! For “Tickets to Fresh Adventures!” — fun fruit and veggie snack recipe cards to download — go to:

[www.foodplay.com/free\\_materials/teachers.html](http://www.foodplay.com/free_materials/teachers.html)

## Activity #8b: Do You Treat Your Body Right?

Name: \_\_\_\_\_

Be your own Food Coach! Review your **MyPlate Diary (Activity #8a)**, and answer the following:

**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, and get it at school if you can! You'll feel better and do better in school when you eat a good breakfast!

**2. Did you eat from all five food groups throughout your day? \_\_\_\_\_**

MyPlate offers five food groups for your enjoyment — and it's important to eat them all! To get the nutrients you need, eat foods from all of the food groups: Vegetables, Fruits, Grains, Protein and Dairy.

**3. Which group did you eat the most from, and which group the least?**

**Most:** \_\_\_\_\_ **Least:** \_\_\_\_\_

If there is one food group you seem to avoid, talk to your parent or guardian about ways to round out your diet.

**4. How many fruits and vegetables did you eat?**

**Fruits:** \_\_\_\_\_ **Vegetables:** \_\_\_\_\_

To keep healthy, try to eat at least 3 servings of vegetables and 2 servings of fruit a day. If you need to get more servings into your diet, try eating an orange with breakfast; pack some carrot sticks and fruit with lunch; add lettuce and tomatoes to your sandwiches; eat the fruits and veggies served for school lunch. For a snack, eat fruit when you feel like eating something sweet, or a salad whenever it's served. Ask for veggies at dinnertime, and enjoy trying new ones whenever you can! Try to fill half your plate with veggies and fruit!

For fun fruit and veggie snack ideas, download our "Tickets to Fresh Adventures!" at: [www.foodplay.com/free\\_materials/kids.html](http://www.foodplay.com/free_materials/kids.html)

**5. What are two ways you could try to eat more fruit and vegetables?**

1. \_\_\_\_\_

2. \_\_\_\_\_

Activity #8 Cont'd 

**6. Were you able to make half of your grains whole grains? \_\_\_\_\_**

If not, how could you get more whole grains in the future? Instead of white flour breads and pastas, try whole wheat. Instead of white rice, try brown rice. Ask your parents to try serving different grains like quinoa, bulgur, and millet. Try to eat less white flour breads, sweets, cookies, and cakes! Read the ingredient labels and look for "whole wheat flour" or "100% whole wheat."

**7. How is your sweet tooth? Number of high-sugar WHOA foods you ate: \_\_\_\_\_**

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 (100% fruit juice mixed with seltzer), low-fat milk, or water. Add fresh fruit to low-sugar cereal. Enjoy a wide variety of fruits and vegetables for snacks like fresh cut-up fruit dipped in yogurt instead of sweets. Read ingredient labels and try to avoid foods with sugar, high fructose corn syrup, or other hidden sugars listed at the top of the list or throughout the label.

**8. List two ways you could try to cut down on sugar and replace sugary foods and drinks with healthier choices:**

1. \_\_\_\_\_

2. \_\_\_\_\_

**9. Did you eat too much fat? \_\_\_\_\_**

Did you add a lot of butter, margarine, mayonnaise, or greasy sauces to your food? Did you eat chips, greasy foods, or fried foods? To cut down on fat, choose lower fat snacks and side dishes like lightly buttered popcorn, pretzels, fruits or cut-up veggies and a healthy dip. When you can, choose low-fat types of milk, yogurt, cheese, and frozen desserts. Go easy on fried foods and fatty red meat. Enjoy bean dishes and choose baked, broiled, stir fried or grilled chicken, fish, tofu, or veggies.

**10. Did you get enough physical activity? \_\_\_\_\_**

It's recommended that kids (and adults!) stay active and get at least one hour of physical activity every day. That can be broken up into shorter time periods. Take the stairs instead of elevators, and enjoy taking walks, jumping, biking, hiking, or playing sports. If you can't play outside, turn on the radio or put on some tunes and dance, do yoga, or stretch.

**★ ★ ★ "Treat My Body Right!" Pledge ★ ★ ★**

I will do my best to make these 3 changes in my eating and physical activity habits:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Signed: \_\_\_\_\_



## Quick Links for Fun FOODPLAY Resources

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**Free Resources:** [www.foodplay.com/free\\_materials](http://www.foodplay.com/free_materials)

- **Tickets to Fresh Adventures!**  
Fun recipe cards to create healthy snacks!
- **How to Build a Healthy School Environment**
- **Learn to Juggle Video**
- **FOODPLAY Video Clips**  
Use these fun short videos to trigger class discussion and lessons.

**From our Store:** [www.foodplay.com/store](http://www.foodplay.com/store)

- **Fruit and Veggie Tracker Bands**  
Fun way to encourage kids to eat more fruits and veggies every day! Kids put 5 bands on one wrist and move one band to the other wrist every time they eat a fruit or vegetable. Kit includes fruit and veggie tips, log, bookmark, and bands.
- **Janey Junkfood's Fresh Adventure! Children's Book**  
A great way to integrate nutrition with reading! This colorful book that tells the whole FOODPLAY story and empowers kids with the skills needed to make good eating great fun. Comes with 14 snack recipe cards and a free Teachers' Activity Guidebook!
- **Janey Junkfood's Fresh Adventure! DVD Kit**  
This Emmy Award-winning, made-for-TV version of FOODPLAY keeps the lessons alive all year long, and comes with a Teachers' Follow-Up Activity Guidebook.
- **Fun music CDs** with songs that promote healthy foods

### More Recommended Websites:

**Alliance for a Healthier Generation**  
[www.healthiergeneration.org](http://www.healthiergeneration.org)

**American Dietetic Association**  
[www.eatright.org](http://www.eatright.org)

**Center for Media Literacy**  
[www.medialit.org](http://www.medialit.org)

**Center for Science in the Public Interest**  
[www.cspinet.org](http://www.cspinet.org)

**Explore the World with Fruits and Vegetables (CDC)**  
[www.fruitsandveggiesmorematters.gov/health\\_professionals/educational\\_materials.html](http://www.fruitsandveggiesmorematters.gov/health_professionals/educational_materials.html)

**Farmer's Markets by State**  
[www.ams.usda.gov/farmersmarkets/map.htm](http://www.ams.usda.gov/farmersmarkets/map.htm)

**FoodPlay Productions**  
[www.foodplay.com](http://www.foodplay.com)

**Fruits and Veggies More Matters**  
[www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)

**Meal Makeover Moms**  
[www.mealmakeovermoms.com](http://www.mealmakeovermoms.com)

**Media Watch**  
[www.mediawatch.com](http://www.mediawatch.com)

**MyPlate**  
[www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov)

**President's Challenge**  
[www.presidentschallenge.org](http://www.presidentschallenge.org)

**School Nutrition Association**  
[www.asfsa.org](http://www.asfsa.org)

**Small Step Action for Healthy Kid**  
[www.actionforhealthykids.org](http://www.actionforhealthykids.org)