

## Lesson 1: Food Group Fun

### ACTIVITY #1: CHOOSE MYPLATE MATCH GAME

- **Have the students logon** to the website provided below to play an interactive food grouping game. This interactive tool will reinforce the food-group foods and colors the students were taught in Lesson 1, while helping them discover how many servings of food and how much physical activity they need every day.
- <http://www.dairycouncilofca.org/interactives>

## Lesson 2: Food Group Find

### ACTIVITY #1: CLASSROOM GOAL!

**Materials needed:** Six pieces of poster paper; markers; create chart to record a week's worth of food (will need one per student).

- **Collect** the Family Homework for Lesson 2.
- **Tell** the students that they will need to write down what they eat for dinner each day for the next week, in order reach their food-group goals.
- On poster paper, **create** six class thermometer charts.
- **Title** each one of the charts with the name of one of the five food groups and the sixth one extras.
- **Recommend** to the students that they will need to eat one food from each food group for dinner every night for a week.
- **Calculate** how many you will need of each food group in a week. To do this, you simply take the number of students in your class and multiply it by 5 (for the number of days in a school week).  
*For example: 20 (students) x 5 (days in a week) = 100 of each food group is your goal!*
- Each day the students come in and **submit** what they ate the prior day. You will need to **add** them up and **add** to the chart to show the progress toward their goal in each group each day.
- **Celebrate** your success of reaching your goal for all food groups by having a healthy celebratory party—items could include fresh fruits and vegetables, string cheese or yogurt, granola, celery with peanut butter or cream cheese, crackers with meat and cheese or another type of non-food celebration.
- **Ask** the parents to donate food and invite them to join you in your healthy success.

## Lesson 3: Nutrient Power

### ACTIVITY #1: PLAY TIME!

- **Divide** the students into six groups of three to four students per group.
- **Tell** the students they will each be assigned a food group or extras food, and they will be creating and reciting a skit in front of the class.
- Each skit must include all students in the group, state the food group, its main nutrient and the reason you need it.
- The students should be encouraged to be different items in their food group to show variety.
- Encourage the students to act out the function so the class can guess what they are trying to express while their story unfolds.
- Be creative and have fun!

## Lesson 4: Sizing Up Your Servings

### ACTIVITY #1: CAFETERIA CONNECTION

- **Speak** with the School Food Service (SFS) Director and take the class on a field trip to the cafeteria.
- **Have** the SFS Director give a cafeteria tour explaining how the food is prepared and how they determine food serving sizes when preparing and distributing foods for the students.
- Students can **practice** their hand comparisons with the prepared foods and test the cafeteria for accuracy!

### ACTIVITY #2: TAKE CONTROL!

**Materials needed:** School cafeteria menu.

- **Have** all the students bring their lunches to school one day OR if they are having a school lunch, use the school menu to determine what they would be eating at lunch today.
- **Divide** the students into groups of four. Have them practice hand-size comparisons with their lunches and discuss how they can take personal responsibility for eating healthy foods.

*Some examples of ways to take personal responsibility for eating healthy:*

- *Choose healthier foods at home and in the cafeteria.*
- *Advocate for healthier options at home and school.*
- *Ask the person who packs their lunch for healthier options.*
- *Go with their parents to the grocery store to help with choosing tasteful, healthy items to have available to them at home and to take to school.*
- *If they have more than one extra, substitute one of the extra foods for a healthier item.*

## Lesson 5: Breakfast Blast

### ACTIVITY #1: BREAKFAST AND JUMP TO IT!

- **Have your students logon** to the website below to reinforce the importance of a healthy breakfast. This interactive tool will allow students to build a healthy breakfast while reinforcing the “3 out of 5” model they have previously learned.
- **Another option** is to have the students look at the parent page with family members, and have them create together three healthy breakfasts, while the students are teaching their parents the “3 out of 5” model.
- <http://www.dairycouncilofca.org/interactives>

### ACTIVITY #2: THE FOUR RULES TO SAFETY

- **Explain** to the students that, when preparing food, they must remember about food safety to prevent germs from getting in their foods and causing illness.
- USDA has four simple steps to keep their food clean and edible:
  - **Clean**—make sure to always wash your hands and wipe down surfaces when handling food.
  - **Separate**—keep raw foods away from cooked foods, especially raw meat.
  - **Cook**—make sure the middle of your foods are cooked to the proper temperature (160 degrees).
  - **Chill**—keep Cold Food Cold and Hot Food Hot. Be sure to put food and leftovers away immediately after you are finished.
- **Have the students chant** the four words above: Clean, Separate, Cook, Chill, while using hand motions to demonstrate the steps.
  - **Clean**—pretend to wash hands.
  - **Separate**—move arms and hands in the motion of doing the breast stroke to show the separation of food.
  - **Cook**—pretend to flip a hamburger on the grill.
  - **Chill**—wrap arms around themselves as if cold.
- **Repeat** chant several times.
- **Reinforce** the four simple steps throughout future lessons by asking the students to recite the chant and demonstrate the hand motions.

## Lesson 6: Snack Time

### ACTIVITY #1: CREATE AN AD

**Materials needed:** Bring in magazines with snack product advertisements; paper, crayons or markers.

- **Bring** into class several magazines with snack product advertisements. **Ask** students to comment on the advertisements. Is the information factual? How do they know? What kinds of words and images or other techniques are used to convince them to buy the product?
- **Pass** out pieces of paper and crayons or markers.
- **Have the students create** their own fictional healthy-snack advertisement. Let the students know that the purpose for this advertisement is to persuade people to buy their product.
- When the advertisements are complete, **have the students share** their ads with the class.
- Encourage creativity and humor!

## Lesson 7: Get Ready, Get Set, Get Moving

### ACTIVITY #1: WHY WATER?

- **Direct** the students to run or play a vigorous activity at recess for at least 10 minutes.
- **Ask** a few students to share what activity they did and how they feel.
- After recess, **ask** the students if they are thirsty and then explain why and explain the importance of water (see below).
- **Explain** to students that two-thirds of their bodies are made up of water. Water plays many important roles. Some of these roles are:
  - to regulate their body temperature,
  - to act as a natural lubricant for their joints,
  - to help moves nutrients around in their bodies.
- When participating in moderate-vigorous level physical activities, people lose water through perspiration (sweat). In order to keep from getting too hot and passing out, keep their joints from aching and to keep the nutrients from all the healthy food they have been eating flowing, they need to make sure they replace the water that they lose during exercise.

### ACTIVITY #2: BARRIERS TO PHYSICAL ACTIVITY

**Materials needed:** piece of paper (one per group).

- **Ask** the students what could keep them from exercising in moderate-vigorous level physical activities for 60 minutes every day.
  - **Write** all the barriers on the board.  
*Examples: too tired, nobody to play with, live in an apartment (no lawn), friends want to watch TV or play video games.*
- **Divide** the class into groups of four or five.
- **Assign** each group at least one barrier from the list on the board.
- **Have the students discuss** the influences that prevent them being physically active and what they could do to change or improve the situation.
  - **Have them write down** their solutions on one piece of paper and share the solutions with the class.

## Lesson 8: Label Language

### ACTIVITY #1: SUGAR LIMITATIONS

- **Make a list** of some popular food items that contain an excessive amount of sugar and little or no nutrient value.  
*Examples: Sugary cereals, fruit snacks, candy bars, punch.*
- **Give** each student the list and instruct him or her to go to the grocery store, look at the labels of the listed foods and then find another comparable food with less sugar.
  - **Students will need to write down:**
    - how much sugar is in the provided list of foods,
    - the name of the replacement food,
    - the sugar amount in the replacement food.
- Once this is complete, have the student **talk** to someone at home about limiting foods that have excessive amounts of sugar and little or no nutrient value.
- **Have the students create**, with their parent, a shopping list of foods for the week that will help to limit their sugar intake.

## Lesson 9: Test Your Beverage Choices

### ACTIVITY #1: BEVERAGE POWER

- Take the workbook lesson one step further.
- **Have** the students take out a piece of paper and a pencil.
- **Instruct** students to look at each picture of the beverage provided on page 31 of their workbooks.
- Their task is to **make a chart** with the name of each beverage, the nutrients in each beverage and the reason why that beverage is the healthier choice.

*Example chart:*

Drink	Nutrients With Their Percentage	Is This A Healthy Choice? Why?
Low-fat milk	Vitamin A 10%; Vitamin C 4%; Calcium 39%	Healthy—because it has many vitamins and minerals that our bodies need each day.
Sports drink		
Punch		
Orange juice		
Low-fat chocolate milk		
Soft drink		

## Lesson 10: Lunchtime Launch

### ACTIVITY #1: MY VERY OWN PIZZA

- **Have the students logon** to the website below to create their own virtual pizza while learning about the history and nutrition of pizza. This interactive tool will reinforce how mixed foods can be used to satisfy more than one food-group serving and be a healthy choice. There are two sections to utilize:
  1. **Make a pizza**—students will make their virtual pizza and then they will have a recipe of the pizza they created generated for them. Students can take their recipes home and try them out as a family.
  2. **Pizza nutrition**—gives examples of some pizza toppings, what food group they fit into and how mixed foods can be a great source for getting all the food groups into your diet every day.
- <http://www.dairycouncilofca.org/interactives>

### ACTIVITY #2: YOU CAN MAKE A DIFFERENCE!

- **Wrap up** your nutrition unit with some advocacy!
- **Have** the class brainstorm some topics on how they can help others make positive food and physical-activity choices.

*Examples:*

- *run a healthy-eating campaign by creating posters to hang around the school depicting healthy foods and beverages;*
- *advocate starting the school off every morning with a daily school activity—it could be a 5-minute announcement on healthy eating over the loud speaker and/or a brief activity to get excited about learning;*
- *or set up a table in the cafeteria during lunch to talk to other students about making positive food and activity choices and give them tips on how to do this.*