



TARGET AUDIENCE

This program is designed for students in grades K through 5.

OBJECTIVES

- To promote nutrition and healthy lifestyles
- To offer examples of healthful eating
- To supplement language arts, health, and physical education curricula
- To introduce the roles various foods play in fueling the body
- To explain the importance of getting enough exercise
- To introduce portion size

STANDARDS MET

Language Arts

Standard 1. Uses the general skills and strategies of the writing process

Standard 3. Uses grammatical and mechanical conventions in written compositions

Standard 9. Uses viewing skills and strategies to understand and interpret visual media

Health

Standard 3.

Understands the relationship of family health to individual health

Standard 4.

Knows how to maintain mental and emotional health

Standard 6.

Understands essential concepts about nutrition and diet

Standard 7. Knows how to maintain and promote personal health

Standard 8.

Knows essential concepts about the prevention and control of disease

Physical Education

Standard 2. Uses movement concepts and principles in the development of motor skills

Standard 3. Understands the benefits and costs associated with participation in physical activity

Standard 4. Understands how to monitor and maintain a health-enhancing level of physical fitness

Standard 5. Understands the social and personal responsibility associated with participation in physical activity

Incorporating the Poster

We recommend reviewing the information on the poster to introduce the FUEL UP AND POWER ON!™ program. Then, display the poster inside the classroom door. This positioning will allow students to look it over each time they line up to leave the classroom, especially when they are on their way to lunch or gym class.

STUDENT ACTIVITIES

Activity One—Balancing Act

In advance of this lesson visit www.mypyramid.gov with your students so that they can learn their individual nutritional needs. Provide students with examples of the food groups.

Grains: brown rice, whole wheat bread, popcorn, noodles, pretzels, tortillas
Fruits: apples, pineapples, grapes, bananas, watermelon, mangoes

Vegetables: broccoli, lettuce, carrots, corn, artichokes, zucchini

Dairy: cottage cheese, skim milk, yogurt, cheese, pudding, ice cream

Protein: steak, beans, chicken, fish, peanuts, lobster, eggs

Fats/sugars: soda, chocolate, olive oil, chips

Easy Lesson: Have students color and cut out the foods illustrated on the page. Next, have them sort the foods into the correct food groups. Have students create patterns using the food.

Medium Lesson: Have students color and cut out the foods illustrated on the page. Collect the cut outs, copy them, and use them as manipulatives to practice math skills such as addition, subtraction, multiplication, and division. For example: *two fruits plus two proteins equals?*

Challenge Lesson: Copy the page and have students make it into a cover for a food journal. Have students copy down their individual requirements as indicated on www.mypyramid.gov. Have them record the nutritional and exercise needs they have met each day. Also have students write about a health topic you choose daily. Possible topics include: What is your favorite way to exercise? What is your favorite food?

Extension Lesson:

Have students work with a partner to create a skit about making healthful nutrition and food choices. Give them three to five minutes to plan what they will do, then have them perform their skit.

Activity Two—Did You Know?

Have students take turns reading the sentences out loud, or work together in small groups. Then have them draw a picture of their favorite sport.

Answers: 1. jaw, 2. heart, 3. people, 4. eyes, 5. mouth, stomach, 6. body, 7. rubber bands, 8. brain, 9. eyes, 10. run, 11. back

Extension Lesson:

Have students create a comic strip illustrating something they learned from the worksheet.

Activity Three—What Foods Help the Body Move?

Have students work individually or in small groups to complete the worksheet.

Answers: 1. Nutrients are the chemicals in foods that your body needs to be the best that it can be.
2. Carbohydrates provide the body with energy to keep it going all day long.
3. The B vitamins are the super group.
4. Vitamin K is found in cabbage, cauliflower, and green leafy vegetables.
5. Oranges and tomatoes are rich in vitamin C.
6. Candy and chocolate bars are special treats, not everyday food.



Activity Four—Serving Size Sense

Studies show that one reason childhood obesity is greater now than in the past is because of larger portions, a.k.a. the “super-size” epidemic. Use this lesson to test students’ interpretation of portion size. Inform them that they will not be graded on this quiz, and encourage them to answer honestly.

As a class, go over the answers and then have students visit www.mypyramid.gov to find out how many servings of each food group they should be eating daily. Alternatively, students could visit www.mypyramid.gov at home with a family member.

Encourage students to have their parents or guardians post this activity in the kitchen as a reminder of healthy eating and portion size.

Answers: 1. D- baseball, 2. C- three, 3. A- A deck of cards, 4. D- walnuts, 5. C- baseball

Activity Five—Made to Order

This activity requires some prep work. You will need magazines that contain pictures of various foods. Once you have collected enough magazines to enable each student to cut out a meal, you are ready for this lesson. Distribute the magazines and instruct children to cut out food to make a meal of their choice. Have students look at the pyramid and see if the meal they created is a good choice. Offer helpful information such as: grilled or baked chicken is a better choice than fried chicken.

Extension Lesson:

Divide students into small groups and have them act out how they would order their meal at a restaurant. Remind them to demonstrate good manners by saying “please” and “thank you.”

Parent/Guardian Letter

Please copy and distribute the parent/guardian letter. This letter contains information and facts about childhood obesity.

RESOURCES & BIBLIOGRAPHY

American Obesity Association—
www.obesity.org

Centers for Disease Control and Prevention—
www.cdc.gov

Current Health 1; November 2006, Volume 30, No.3

KidsHealth—www.kidshealth.org

Nutrition.gov—www.nutrition.gov

SUBWAY® Random Acts of Fitness Program—
www.randomactsoffitness.com

United States Department of Agriculture—
www.mypyramid.gov

Gavin, Mary L. MD, Dowshen, Steven A. MD, Izenberg, Neil MD.. *Fit KIDS: A practical guide to raising healthy and active children-from birth to teens.* DK Publishing, Inc., 2004.





Activity 4 SERVING SIZE SENSE



Keep portions in check!

NAME: _____ DATE: _____

BREAKING NEWS!

Having a healthy diet and getting plenty of exercise are two ways we can be healthy. Another thing that we can do is to be aware of the amount of food we eat. But, how do we know how much of something we should eat? We need to know the **serving size**. The serving size is the amount of food people should eat for one portion, not for one day. You can find serving sizes on food and drink labels. To find out how many servings of each of the food groups you should have each day, go to www.mypyramid.gov.

DIRECTIONS: Circle the answer that you think is correct.

1. One cup of cold cereal is about the size of _____.



- A. a grapefruit B. a golf ball C. a basketball D. a baseball

2. One tablespoon of butter is about the size of _____ postage stamps.



- A. one B. two C. three D. four

3. Three ounces of steak, chicken, or salmon is about the size of _____.



- A. a deck of cards B. a brick C. a paperback book D. half of a baseball

4. Two tablespoons of peanut butter are about as big as two _____.



- A. chalkboard erasers B. basketballs C. oranges D. walnuts in shells

5. A $\frac{1}{2}$ cup of pasta is about the size of $\frac{1}{2}$ of a _____.



- A. beach ball B. volleyball C. baseball D. golf ball

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