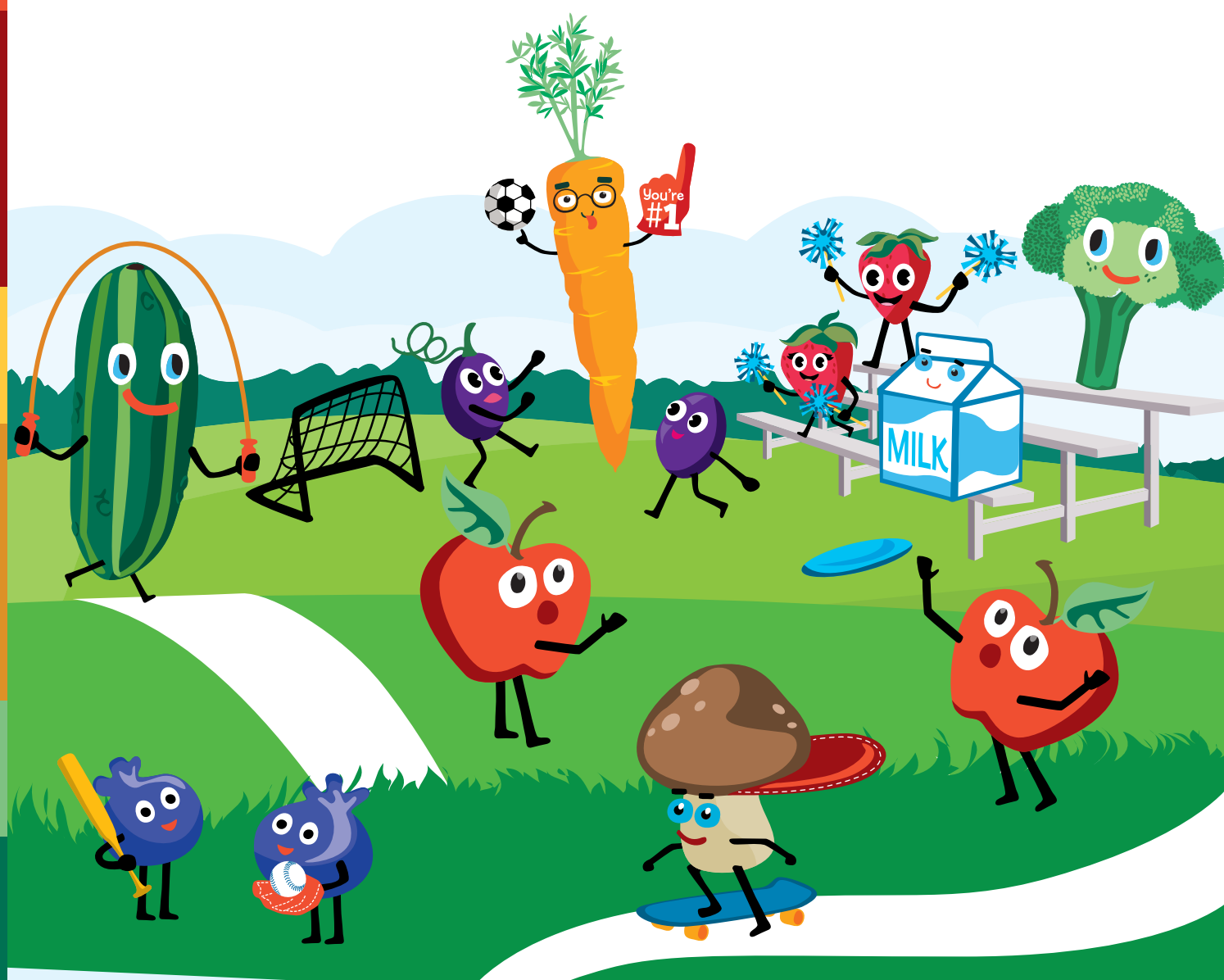


2.e.a.t.

nutrition education activity training

GRADES K-5



UNIT 1

Lesson 1



Lesson 1

Pre-Surveys & Educator Meet and Greet

(35-40 minutes)

Lesson Materials

1. K-2 and 3-5 N.E.A.T. pre-surveys (one for each student)
2. Pens or pencils
3. "About Me" poster

b. If possible, write the names of younger students on the survey ahead of time. This may be especially helpful for managing time during lesson 1.

2. Pass out surveys and pencils to students. Keep pencils for the post-survey. After post-surveys, you may donate the pencils to your site. Do not allow students to use crayons or any yellow writing utensils.

3. You can administer the pre-survey one grade group at a time or simultaneously in 2 separate locations if you have available space.

4. Use the following survey scripts to administer the surveys to each grade group. There is a script for K-2 and a separate script for 3-5.



Instructions for N.E.A.T. Educators and Site Staff

1. Organize students into 2 groups based on their grade. Students in grades K-2 should be grouped together and students in grades 3-5 should be grouped together.

a. Please note: It may be helpful to break into even smaller groups with the younger students. This will allow you to provide additional assistance with writing first names, last names and ages. Provide as much support as necessary to students during the survey process.

Note to Site Staff:

Please allow trained N.E.A.T. educators to administer surveys. Your role is to help educators administer the surveys by organizing students into appropriate age groups, provide writing utensils and answer any questions. Please **DO NOT** administer surveys before your educators arrive.

UNIT 1

Lesson 1



5. Educators, please read the survey scripts verbatim. Ask students to raise their hands if they have any questions and a staff member or an educator will come around to help them.

- a. Younger students or struggling readers may need extra support reading the answer options and knowing how to indicate their choice. Please pay close attention and provide assistance to those students who need additional help.

6. Make sure that there are at least 3 adults (site staff and/or N.E.A.T. educator) in the room at all times during survey administration.

7. Go around and make sure that students are following the directions for each question. Do NOT give students the correct answer or sway them in any way towards an answer.

8. Make sure students are not copying each other's answers. Remind students that this is not a test so there is no need to copy their neighbor. Instruct them to make their best guess if they do not know the answer to a question.

9. Collect all surveys and make sure the hard copies are returned to the health department by the end of the week following survey administration.

Introduction

(5-10 minutes)

1. Introduce yourself by telling students that you are their N.E.A.T. Educator for the semester. Hold up your "About Me" poster and share a little about yourself with your students. Students will want to share their favorite color, food, game, etc. Allow several minutes for students to share about themselves and for the afterschool site staff to share (if desired) about themselves too. This activity should serve as a "meet and greet" to get the kids excited about you being their educator(s) for the semester. Be sure to post your "About Me" poster in a central location at your afterschool site to remind your kids who you are and to get them excited for you to come back each week.



2. Tell students what each letter stands for in N.E.A.T. The "N" stands for Nutrition, the "E" stands for Education, the "A" stands for Activity and the "T" stands for Training. Let students know some basic rules that you have. First, students are to raise their hand when they want to answer a question. Second, students need to listen and be quiet when someone else is talking. **Finally, students are to have as much fun as possible!**

3. Inform students that you will start by taking a quick survey and then you will play a fun game. The students that are the best-behaved during the survey will be selected to be the leaders during our game, so be sure to be on your best behavior!

UNIT 1

Lesson 1



Survey to be administered by N.E.A.T. Educator ONLY

N.E.A.T. Pre-Survey Script

Grades K-2



Hello, my name is [say your name], and I will be your N.E.A.T. educator this semester. Today we will be playing a fun game, but first you will answer a survey that asks questions about the food you eat and your activity. I will read a question, and you will mark your answer on the paper. This is not a test, so please answer each question honestly.

If you have any questions, please silently raise your hand, and an adult will come around to help you.



Pass out N.E.A.T. Survey for Grades K-2.



Please write your first name on the survey on the first line next to the words "First Name."

Please write your last name on the survey on the second line next to the words "Last Name."



Question 1 asks you how old you are. Please write your age in years on the line. (Wait for students to write name. Remember, K-2 students may require additional assistance during the survey process. Be patient and willing to provide this support.)

Question 2 is about how active you are. The question asks about your physical activity. Being physically active means that you run, jump, walk fast or play until your heart is beating fast, your face feels warm and you are breathing hard. Examples are skating, jumping rope, skipping, soccer and more. **'Circle whether you are physically active every day, most days of the week, 1-2 days of the week or never.'** Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. (Wait for children to finish.)



UNIT 1

Lesson 1



Question 3 is about the foods you eat and the beverages you drink. The question is asking how often you eat healthy foods and drink healthy drinks. Remember, healthy means that it is good for you. **‘Circle whether you always, sometimes or never eat healthy foods and drink healthy drinks.’**

“Always” means all the time.

“Sometimes” means every once in a while.

“Never” means not at all or none of the time.

Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 4 asks how often you eat fruit with your meals. **‘Circle whether you always, sometimes or never eat fruit with your meals.’** Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 5 asks how often you eat vegetables with your meals. **‘Circle whether you always, sometimes or never eat vegetables with your meals.’** Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 6 is about foods you would choose. The question asks about if you were given the choice between fresh fruit and a muffin, how often you would choose fresh fruit instead of a muffin. **‘Circle whether you would always, sometimes or never choose fresh fruit instead of a muffin.’** Remember, **“Always”** means all the time. **“Sometimes”** means every once in a while. **“Never”** means not at all or none of the time. Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*



UNIT 1

Lesson 1



Question 7 is about foods you would choose. The question asks about if you were given the choice between a baked potato and French fries, how often you would choose the baked potato instead of French fries. **‘Circle whether you would always, sometimes or never choose the baked potato instead of French fries.’** Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 8 is about drinks you would choose. The question asks about if you were given the choice between water and a juice, how often you would choose water instead of juice. Now **‘Circle whether you would always, sometimes or never choose water instead of juice.’** Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Flip your survey over.

Question 9 is about vegetables. There is a picture of broccoli, turkey, cake and carrots. **‘Circle the foods that belong to the vegetable group.’** There might be more than one right answer to this question. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 10 is about fruit. There is a picture of bread, an apple, milk and strawberries. **‘Circle the foods pictured that belong to the fruit group.’** There might be more than one right answer to this question. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*



Question 11 is about grains. There is a picture of cereal, bananas, a candy bar and bread. **‘Circle the foods pictured that belong to the grains group.’** There might be more than one right answer to this question. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Almost done.



UNIT 1

Lesson 1



Question 12 is about dairy foods. There is a picture of corn, a pumpkin, yogurt and fat free milk. **'Circle the foods that belong to the dairy group.'** There might be more than one right answer to this question. If you accidentally mark an answer, mark a line through it and circle the answer you want. (Wait for children to finish.)



Last question.

Question 13 is about protein foods. There is a picture of grapes, corn, turkey and eggs. **'Circle the foods that belong to the protein foods group.'** There might be more than one right answer to this question. If you accidentally mark an answer, mark a line through it and circle the answer you want. (Wait for children to finish.)



Please put your pencils down when you are done. I will collect your papers.

Walk around room and collect papers making sure the student's first and last name and age in years is on each survey. Also, review circled answers to make sure students have followed directions and circled one answer when asked and circled more than one answer (but not all answers) when appropriate.



“Thank you
for helping
me today.”

UNIT 1

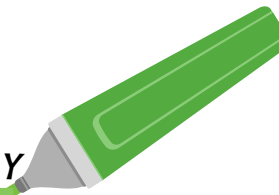
Lesson 1



N.E.A.T. Pre-Survey Script

Grades 3-5

*Survey to be
administered by
N.E.A.T. Educator ONLY*



Hello, my name is [say your name], and I will be your N.E.A.T. educator this semester. Today we will be playing a fun game, but first you will answer a survey that asks questions about the food you eat and your activity. I will read a question, and you will mark your answer on the paper. This is not a test, so please answer each question honestly.

If you have any questions, please silently raise your hand, and an adult will come around to help you.



Pass out N.E.A.T. Survey for Grades 3-5.



Please write your first name on the survey on the first line next to the words "First Name."

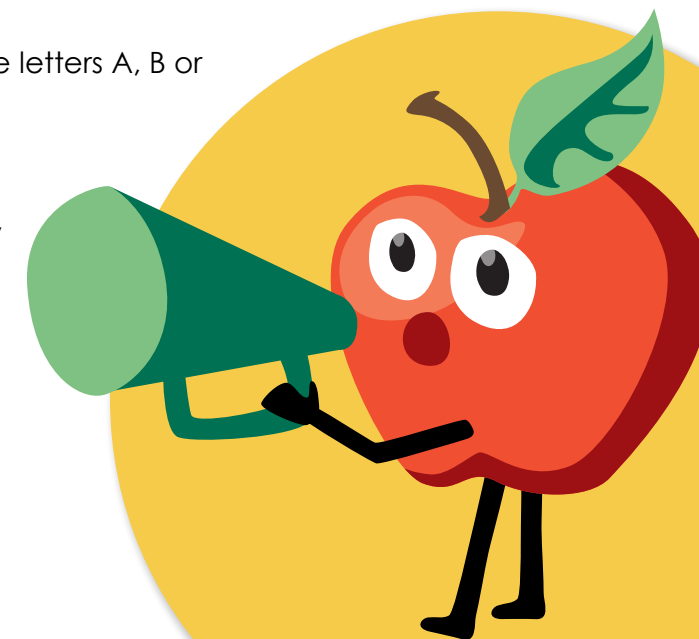
Please write your last name on the survey on the second line next to the words "Last Name."



Question 1 asks you how old you are. Please write your age in years on the line. (Wait for students to write name and age. Be willing to provide support to students as necessary.)

For questions 2 through 5, please remember to circle letters A, B or C and not the pictures.

Question 2 is about foods you would choose. There is a picture of strawberries and a picture of a candy bar. The question asks about if you were given the choice between fresh fruit and a muffin, how often you would choose fresh fruit instead of a muffin. **'Circle whether you would always, sometimes or never choose fresh fruit instead of a muffin.'**



UNIT 1

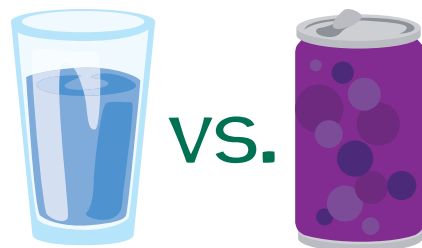
Lesson 1



“Always” means all the time.
“Sometimes” means every once in a while.
“Never” means not at all or none of the time.

Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

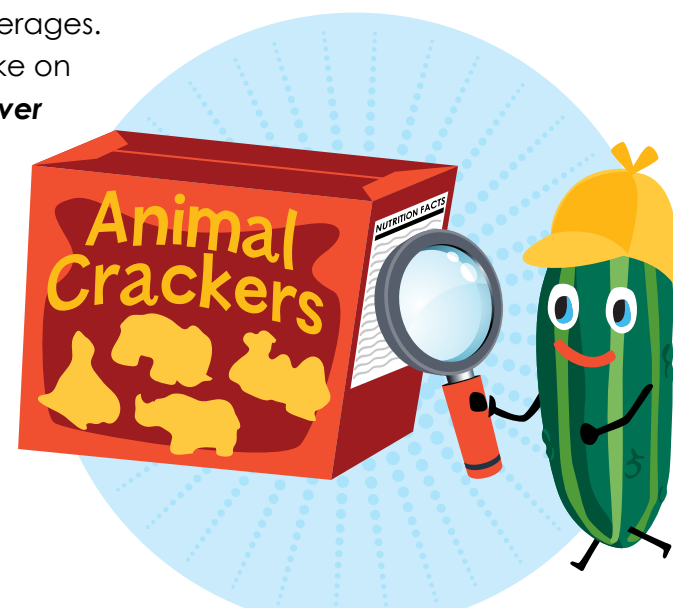
Question 3 is about foods you would choose. There is a picture of a baked potato and a picture of French fries. The question asks about if you were given the choice between a baked potato and French fries, how often you would choose the baked potato instead of French fries. **‘Circle whether you would always, sometimes or never choose the baked potato instead of French fries.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*



Question 4 is about drinks you would choose. There is a picture of a bottle of water and a box of juice. The question asks about if you were given the choice between water and juice, how often you would choose water instead of juice. **‘Circle whether you would always, sometimes or never choose water instead of juice.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 5 is about the nutrition facts label. The question is asking how often you read the nutrition facts label on foods and beverages. There is an example of what a nutrition facts label looks like on your paper. **‘Circle whether you always, sometimes or never read the nutrition facts label on foods and beverages.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Flip your survey over.



UNIT 1

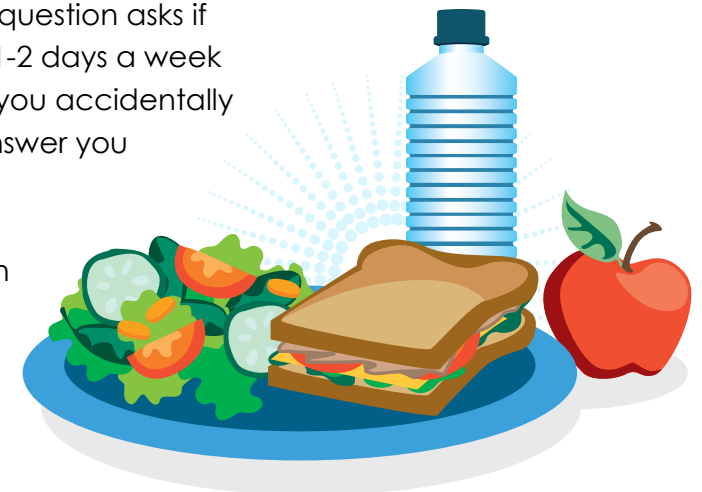
Lesson 1



Question 6 asks about how active you are. Being physically active means that you run, jump, walk fast or play until your heart is beating fast, your face feels warm and you are breathing hard. Examples are things like skating, jumping rope, skipping, soccer and more. Are you physically active every day, most days of the week, 1-2 days of the week or never? **‘Circle how often you are physically active.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 7 is about how often you eat vegetables. The question asks if you eat vegetables every day, most days of the week, 1-2 days a week or never. **‘Circle how often you try to eat vegetables.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 8 is about how often you eat fruit. The question asks if you eat fruit every day, most days of the week, 1-2 days a week or never. **‘Circle how often you try to eat fruit.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*



Question 9 is about how often you eat whole grains. Corn, popcorn, oatmeal, 100% whole wheat bread, 100% whole wheat spaghetti or pasta and brown rice are examples of whole grain foods. The question asks if you eat whole grains every day, most days of the week, 1-2 days a week or never. **‘Circle how often you try to eat whole grains.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 10 is about how often you eat a healthy breakfast. The question asks if you eat a healthy breakfast every day, most days of the week, 1-2 days a week or never. **‘Circle how often you eat a healthy breakfast.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Almost done.

UNIT 1

Lesson 1



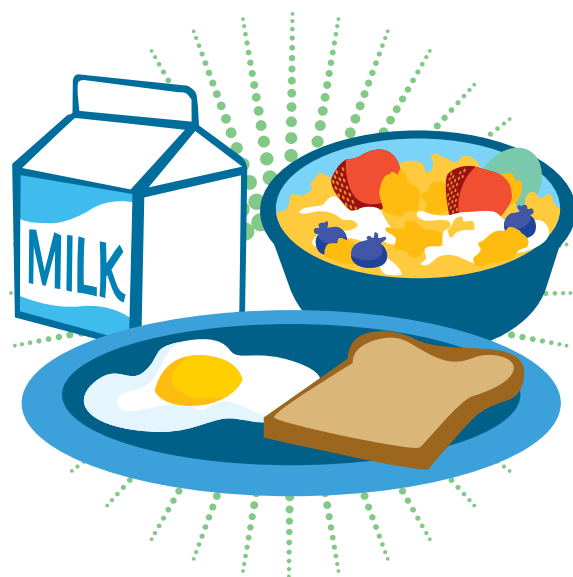
Question 11 is about healthy snacks. The question asks you to choose the best example of a healthy snack from the options listed. The snack options are: A, an apple and a can of soda; B, potato chips and whole milk; C, whole grain crackers, low-fat cheese and water; or D, a candy bar and a glass of juice. **'Circle the best answer. Please only circle one answer.'** If you accidentally mark an answer, mark a line through it and circle the answer you want. (Wait for children to finish.)

Last question.

Question 12 is about a healthy breakfast. The question asks you to choose the best example of a healthy breakfast from the options listed. The breakfast options are: A, a bowl of whole grain cereal with strawberries and a carton of fat free milk; B, bacon and fried eggs with a carton of whole milk; C, a carton of whole chocolate milk and a biscuit; or D, a can of soda with a donut. **'Circle the best answer. Please only circle one answer.'** If you accidentally mark an answer, mark a line through it and circle the answer you want. (Wait for children to finish.)

Please put your pencils down when you are done. I will collect your papers.

Walk around room and collect papers making sure the student's first and last name and age in years is on each survey. Also, review circled answers to make sure students have followed directions and circled one answer for each question. If students have skipped any questions or left any information off, politely ask them to take their best guess and complete the survey entirely.



“Thank you for helping me today.”



UNIT 1

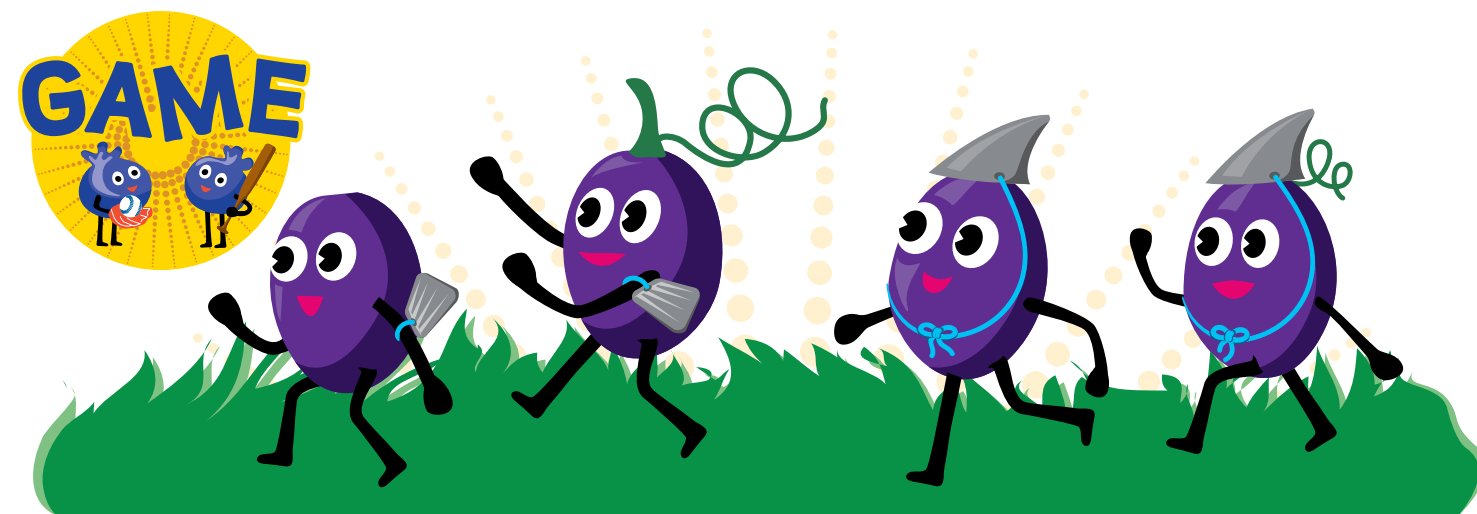
Lesson 1



Game

Sharks and Minnows

(5-10 minutes)



Game Equipment

None

Organization:

1. Pick two students to be “sharks” (reward the best behaved students). Have them stand in the middle of the activity area.
2. The rest of the students are “minnows.” Have them stand side-by-side on one side of the activity area.

Directions:

- The object of the game is for the “minnows” to get across the activity area without getting tagged by a “shark.”
- If a minnow is tagged, then it becomes a “shark.”
- The last student to get tagged is the winner.
- Play as many rounds as student interest or time allows.

Educator Notes:

Always participate in games with students. This will encourage them to play and they will have more fun.

***Teaching tip:** If kids become too rowdy during this game, avoid injuries by changing the rules to only allow students to walk or speed walk.

UNIT 1

Lesson 1



Cool Down/ Water Break

(2-3 minutes)

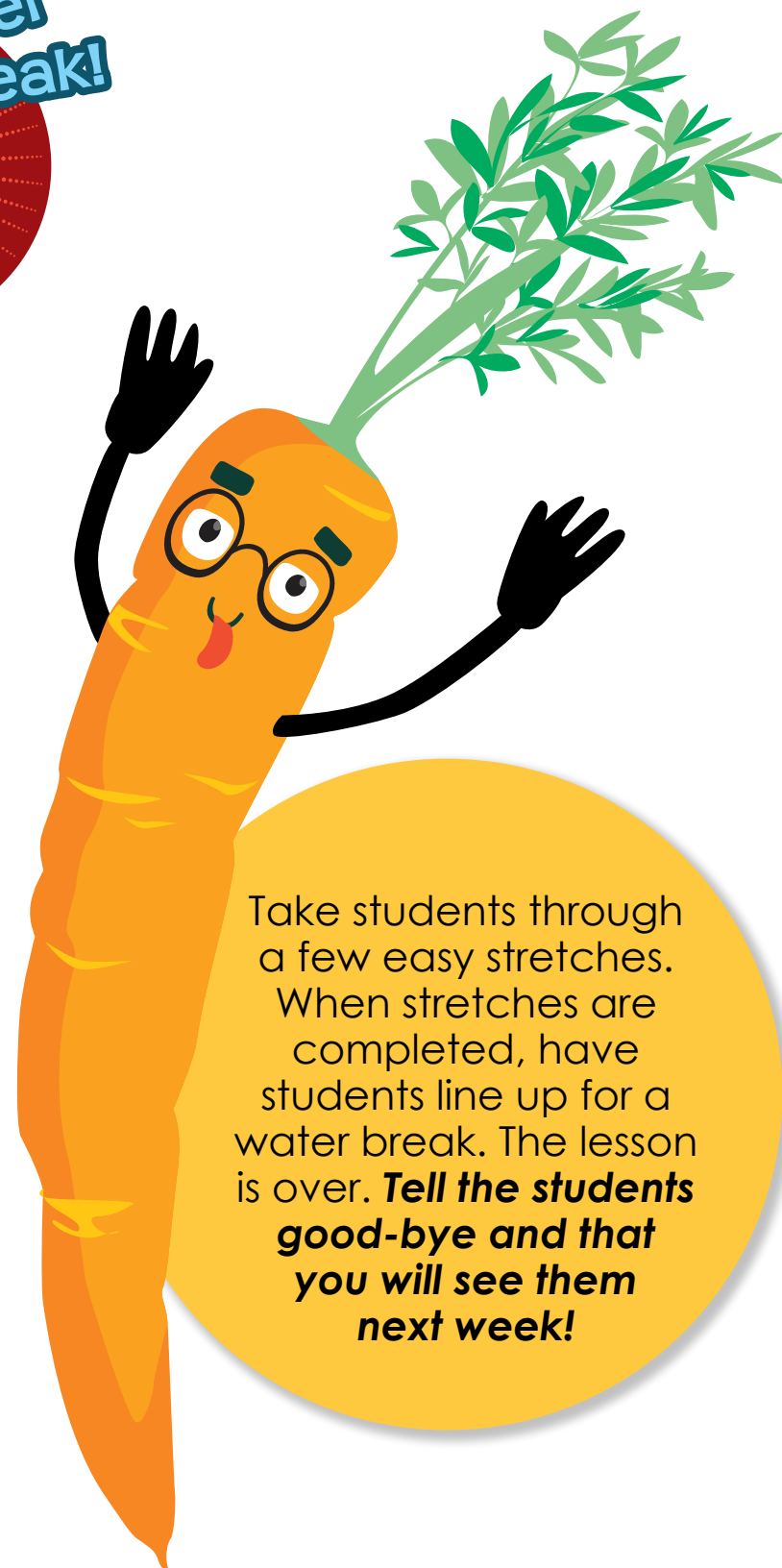


After playing the game, regain students' attention by using **call and response**. Find an attention grabber that works best for your site and students. Ask your site leader for additional ideas. The students may already be used to a particular call and response.



Examples:

- Call: "Class, Class" Response: "Yes, Yes"
- Clap a pattern and have the students copy that pattern.
- For more ideas, check out this site: <https://thecornerstoneforteachers.com/50-fun-call-and-response-ideas-to-get-students-attention/> or the "Call and Response Ideas" document in the materials file.



Take students through a few easy stretches. When stretches are completed, have students line up for a water break. The lesson is over. **Tell the students good-bye and that you will see them next week!**

UNIT 1

Lesson 2



Lesson 2

Fun with MyPlate – Fruits and Veggies

(30-45 minutes)

Educator Notes

1. For all lessons, have the **MyPlate** poster displayed for students.
2. Do not read from the lesson plan verbatim. This is a facilitated theme-guided discussion. You may spend more time on a topic based on students' answers to questions that indicate their level of understanding. Focus on the key message for each lesson and guide the discussion accordingly.

Lesson Materials

1. **MyPlate** poster
2. **Health Hip Hop** CD
3. CD player
4. Easel pad or poster board
5. Thick marker
6. Food riddle visual cards

Game Equipment

1. **MyPlate** food cards
2. 1 sheet each of red, orange, green, purple and blue construction paper

Lesson Activity

Food Riddles

Learning Objective

Students will be able to use **MyPlate** to describe how much of their plate should be fruit and vegetables.

TN Health Standards: 5.1, 5.2



Fill half of your plate with colorful fruits and veggies!



UNIT 1

Lesson 2



Introduction

(1-2 minutes)

Welcome students back and tell them what's on the schedule for today's lesson (Power minutes, talk about **MyPlate** and then play a fun game).

Warm Up

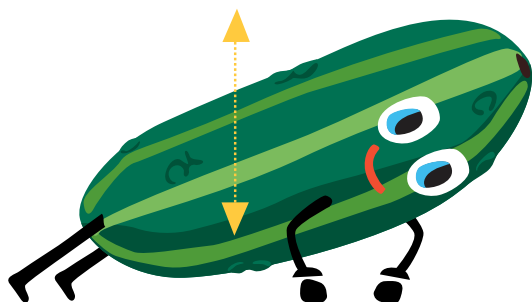
Power Minutes OR **Game Refresher**
(5 minutes)

[Pick One!]

Choice 1: Power Minutes

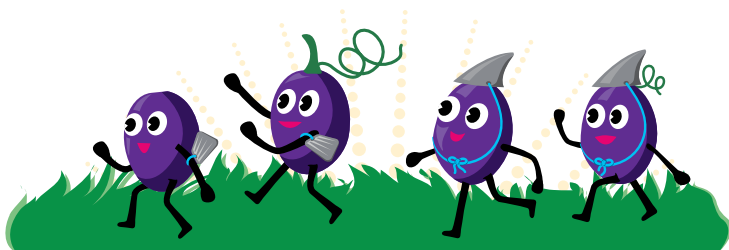
This warm up is designed to allow students to get their wiggles out. This can improve attention and reduce misbehavior during the lesson. However, if you find that students have a hard time calming down and are not engaged in the lesson, you can forego this activity. Use call and response to regain attention.

1. Have students free dance to the **Health Hip Hop** CD OR...
2. Have students play their favorite tag game that requires all students to run and continuously be active OR...
3. Do any other activity that will keep your kids moving for a continuous 5 minutes.



Choice 2: Game Refresher

Remember the game we played last week?
"Sharks and Minnows"



Before we get started with this week's lesson, let's play a shortened version of last week's game.

See equipment list and instructions in Lesson 1.

Food for Thought

(10-15 minutes)

- Does anyone know what "Go," "Slow" and "Whoa" foods and beverages are?

"Go" foods and drinks are what we want to try to eat and drink most of the time. They have the best nutrients in them that give us energy to play and learn. Slow foods and beverages are what we want to eat and drink sometimes. They have more fat, added sugar and salt than "Go" foods, so we want to watch our portions. "Whoa" foods and beverages are what we want to eat or drink only every once in a while. They have the most fat, added sugar and salt. We want to eat more "Go" foods than "Slow" foods and more "Slow" foods than "Whoa" foods every day.

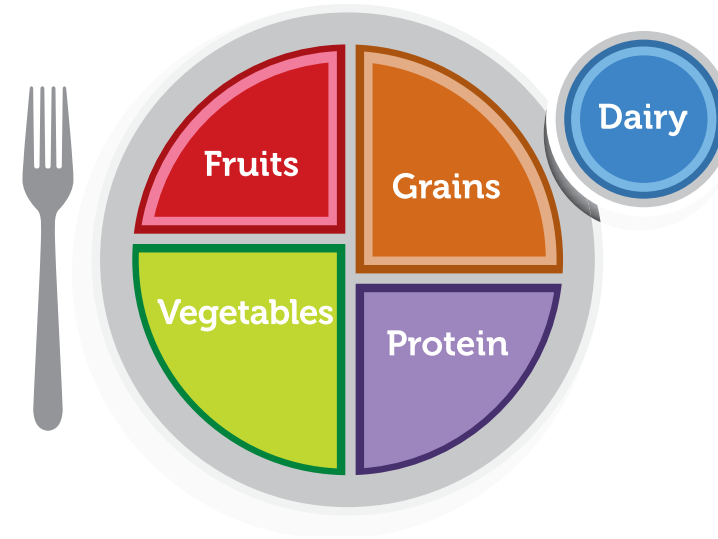


UNIT 1

Lesson 2



- Create an anchor chart to serve as an additional visual for students as you discuss the concept of "Go," "Slow," "Whoa." You will need a poster board or an easel pad and a thick marker(s). An anchor chart is a graphic organizer created by the educator with the help of the students. It should include important information about the topic. You can add additional information throughout the lesson and also reference this later in the lesson for support or review. For example, you may list each category, "Go," "Slow" and "Whoa" at the top of the chart. You may then write "most of the time" under "Go," "sometimes" under "Slow" and so on. Then, you may write examples of foods from each category (refer to "Go," "Slow," "Whoa" foods list).



- Has anyone heard of **MyPlate**? What is it?
MyPlate is used to help people eat healthy foods from all the food groups in the right amounts. Eating too much of any food group or not eating enough of a food group could mean that we aren't getting all of the vitamins and minerals that our bodies need to grow strong. Identify the 5 different food groups or have an older child read them off (this is to help the younger children who cannot read) – **fruits, vegetables, grains, protein and dairy**. As you are naming the groups, give a few examples of foods from each group to give students an idea of what foods go into each category. **Use the MyPlate food cards to provide visual examples.**

UNIT 1

Lesson 2



• **Looking at the *MyPlate* poster, who can tell me how much of your plate should have fruits and veggies on it?** Half of your plate should be filled with fruits and/or vegetables. Inform students that it is important to eat fruits and vegetables and not eat as many sweets, like cake, candy, cookies and other highly processed foods. These foods can greatly affect our health and how we feel. These processed foods might taste good, but if we eat too much of them, they can make us feel tired and make our tummies hurt.

• **The vegetable group on the *MyPlate* is represented by what color?** Green! Just like the color of lettuce, but vegetables can come in all different colors.

• **Who can raise their hand and name a green vegetable?** Lettuce, broccoli, kale, spinach, celery, green beans, asparagus, green bell pepper, cucumbers, peas, zucchini.

• **Who can raise their hand and name an orange vegetable?** Pumpkin, orange bell pepper, carrots, sweet potatoes, butternut squash.



• **Can anyone tell me how many servings of vegetables we should eat every day?** We should eat at least 3 servings of vegetables each day. Fresh, canned and frozen veggies are "Go" foods and give our bodies the nutrients it needs to work its very best.

• **What food group does an apple belong to?** Fruit.

• **The fruit group is represented on the *MyPlate* poster by what color?** Red!

• **Where do you find fruits growing?** Fruits grow on trees and plants.

• **Does anyone know how many servings of fruit we need to eat a day?** We need 2 servings of fruit each day.

• **Did anyone eat any fruit today?**

• **What food group do raisins (or craisins) belong to?** Fruit.

• **What fruit do raisins come from?** Grapes! Craisins come from cranberries!

• **If we eat 3 servings of vegetables every day and 2 servings of fruit every day, how many servings of fruits and vegetables together should we eat every day?** We should eat at least 5 servings of fruits and vegetables every day. Fruits and vegetables come in a rainbow of colors. Each color is important and we should eat as many as we can each day.

UNIT 1

Lesson 2



Lesson Activity

– Food Riddles

(5 minutes)

Read the descriptions of the fruits and vegetables listed below and have the students guess what you are describing:

• "I am a citrus fruit. I grow on a tree. I am round. I have a lot of Vitamin C which can help your body heal." – **Orange**

• "I am a vegetable. I grow in the ground. Rabbits love to eat me. I am orange and have a leafy top." – **Carrot**

• "I am a vegetable. I look like a small tree. I am green. I grow in florets." – **Broccoli**

• "I am a fruit. I grow on a vine. I am small. I can be red, green or purple." – **Grape**

• "I am a fruit. I grow on a tree. I can be red, green or yellow. They say one of these a day keeps the doctor away." – **Apple**

• "Some people think I am a vegetable. Some people think I am a fruit. I grow from the ground on a vine. I am red and used in spaghetti sauce." – **Tomato**

• "I am a vegetable. I am green. I am good to eat with salads. If you soak me in vinegar I become a pickle." – **Cucumber**

Lesson Activity

– Favorite Investigators

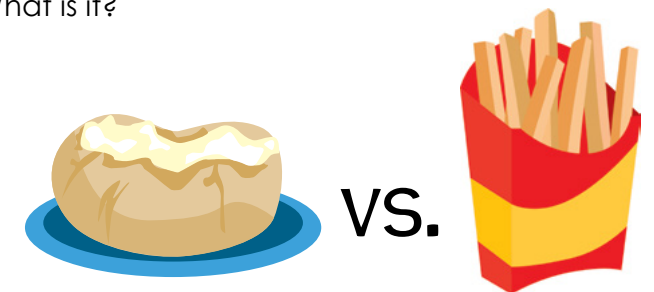
(5 minutes)

• **Instruct the children to ask 3-5 friends the following questions:**

• What is your favorite fruit?
How do you like to eat it?

• What is your favorite vegetable?
How do you like to eat it?

• Is there a fruit or vegetable that you do not like?
What is it?



• **Discuss why children do not like a particular fruit or vegetable – is there a way that they might like it better?** Come up with creative serving options. For example, eat with a fun dip, try it with a sauce, cook or prepare the item in a different way (baked instead of eating raw) or add a new spice. Encourage them to try a baked potato instead of French fries and see the difference. Remind children that most vegetables taste different when prepared differently. Remind students that fruits and vegetables are "Go" foods.

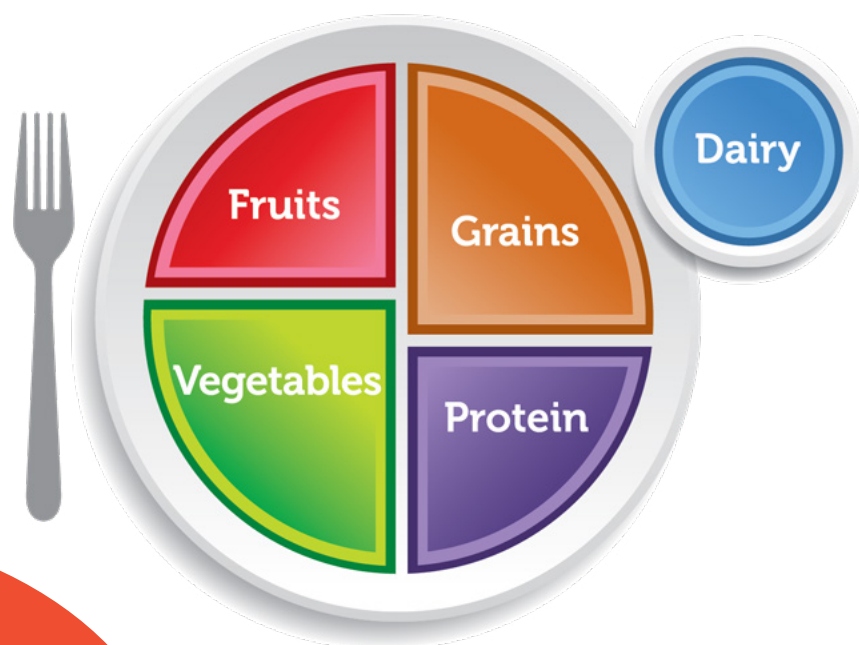
UNIT 1

Lesson 2



TAKE HOME MESSAGE

Today we talked about MyPlate and the importance of filling half of our plate with colorful fruits and veggies. We talked about some of our favorite fruits and veggies with our classmates. We learned that we need 5 servings of fruits and vegetables every day!



WEEKLY challenge

I challenge you to ask your parent or someone who lives with you what is their favorite fruit and vegetable. I will ask you next week to see who could find out their parents' or caregivers' favorites.



Have the students repeat the Key Message after you: **Fill half of your plate with colorful fruits and veggies!**

UNIT 1

Lesson 2



Game

Food Group Scramble

(5 minutes)



Game Equipment

1. **MyPlate** food cards
2. 1 sheet each of red, orange, green, purple and blue construction paper (corresponds to the MyPlate food groups) or if available, use colored cones instead of construction paper to mark areas in the room.

Organization:

- Designate 5 different sections of the activity area for each section of **MyPlate** by placing a colored piece of construction paper corresponding to each food group color.
 - Ex. Green=vegetables, red=fruit, orange=grains, purple=protein, blue=dairy.

Directions:

- The object of the game is to be able to identify foods in their correct food groups.
 - Today, we discussed many examples of foods from the fruits and vegetables groups. The other groups are dairy, protein and grains. Examples of dairy are: milk, cheese and yogurt. Examples of protein are: chicken, beef, pork, peanut butter, eggs and beans. Examples of grains are: bread, tortillas, spaghetti and whole grain crackers.

- Shuffle the **MyPlate** Food Cards. Tell students to "scramble" around the play area. Feel free to call out different motions for the children to do while "scrambling" (i.e. march, hop, skip, etc.).

- An educator will select one card from the top of the deck. When you yell out the pictured food, students must move to the area designated for that food group. For example, if strawberries are called out, students should run to the part of the activity area designated for fruit.

- Play as many rounds as time allows.

Educator Notes

Always participate in games with students. This will encourage them to play and they will have more fun.

Cool Down/ Water Break

(2-3 minutes)



Take students through a few easy stretches. When stretches are completed, have students line up for a water break. The lesson is over. Tell the students good-bye and that you will see them next week.

***Teaching tip:** If students initially have difficulty identifying the correct food groups, participate in the game with the students. Explain answers to students as you play the game.

UNIT 1

Lesson 3

Lesson 3

Fun with **MyPlate** – Grains and Protein

(30-45 minutes)

Educator Notes:

1. For all lessons, have the **MyPlate** poster displayed for students.
2. Do not read from the lesson plan verbatim. This is a facilitated theme-guided discussion. You may spend more time on a topic based on students' answers to questions that indicate their level of understanding. Focus on the key message for each lesson and guide the discussion accordingly.

Lesson Materials

1. **MyPlate** poster
2. **MyPlate** Food cards
3. "Go," "Slow," "Whoa" Foods List
4. **Health Hip Hop** CD
5. CD player
6. **MyPlate** blank coloring sheets - one per student (site leaders to print these)
7. Crayons - enough for each student to have several different colors
8. Portion Comparison Cards
9. Example **MyPlate** Sheet
10. Small box of Cheerios
11. Large bowl
12. Small bowl
13. 1 cup measuring cup

Game Equipment

1. 1 ball

Lesson Activity

Portion Comparison **AND** **MyPlate** Coloring



Learning Objective:

Students will be able to correctly identify at least 2 foods from the **MyPlate** grain and protein groups. Students will also be able to identify correct portions of proteins and grains by using common household items.

TN Health Standards: 5.1, 5.2



Make half of your grains whole and go lean when choosing protein.

UNIT 1

Lesson 3



Introduction

(1-2 minutes)

Welcome students back and tell them what's on the schedule for today's lesson (Power minutes, talk about MyPlate and then play a fun game).

Warm Up

Power Minutes OR **Game Refresher**
(5 minutes)

[Pick One!]

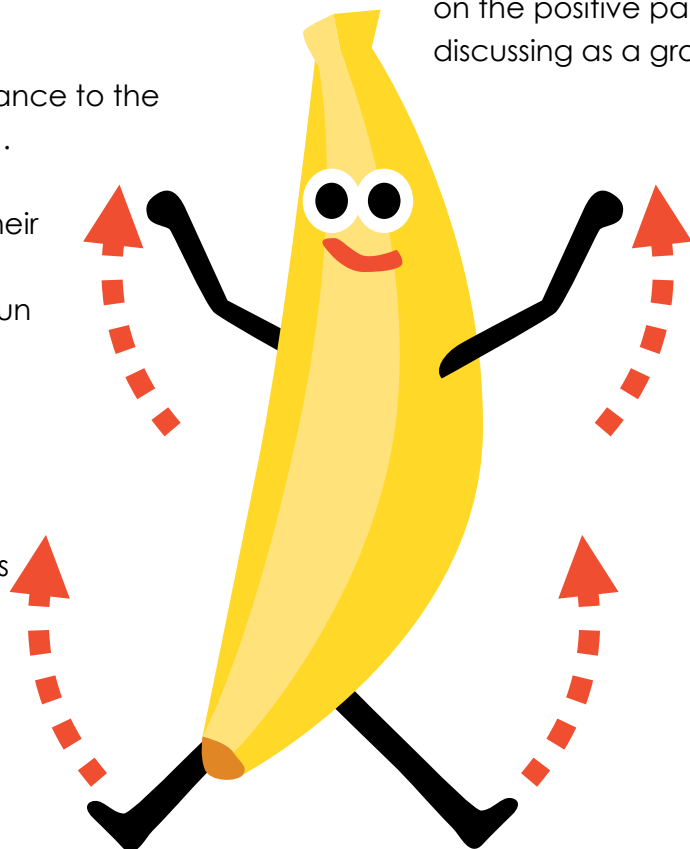
Choice 1: Power Minutes

This warm up is designed to allow students to get their wiggles out. This can improve attention and reduce misbehavior during the lesson. However, if you find that students have a hard time calming down and are not engaged in the lesson, you can forego this activity. Use call and response to regain attention.

1. Have students free dance to the **Health Hip Hop** CD OR...

2. Have students play their favorite tag game that requires all students to run and continuously be active OR...

3. Do any other activity that will keep your kids moving for a continuous 5 minutes.



Choice 2: Game Refresher

Remember the game we played last week?

"Food Group Scramble"

Before we get started with this week's lesson, let's play a shortened version of last week's game.

See equipment list and instructions in Lesson 2.



Food for Thought

(10-15 minutes)

Welcome students back and ask who was able to complete last week's challenge and would like to

share their parents' or caregivers' favorite fruit or vegetable? Allow a few students to share. Focus on the positive parts of students' experience when discussing as a group.

• Ask students if they remember how many servings of fruits and vegetables they should have a day. 3 servings of vegetables and 2 servings of fruit, for a total of 5 servings per day!

• Today we are going to talk about the other half of **MyPlate**, the grain group and protein group!

UNIT 1

Lesson 3



GRAINS:

• The grain group on the **MyPlate** poster is represented by what color? Orange! Like the Tennessee Vols!

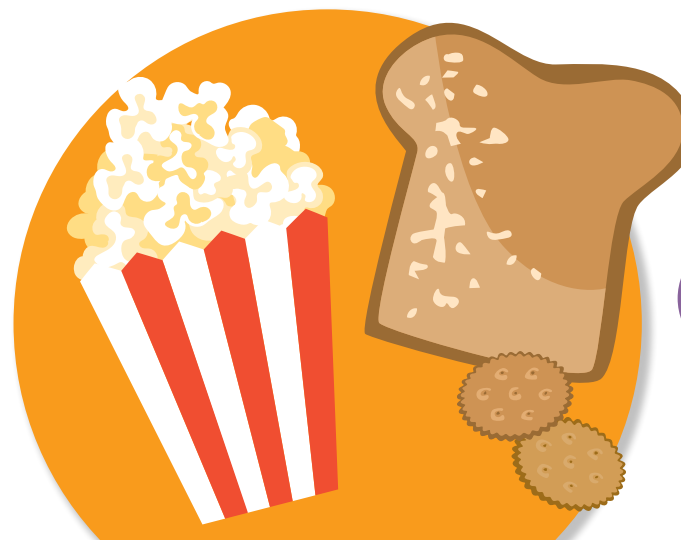
• Which food group does whole-wheat bread belong to? Grains.

• Is whole-wheat bread a whole grain? Yes, wheat is a type of grain and when the grain is left whole, and not pulled apart with parts of it removed, it is considered a whole grain. We should try to make most of the grains we eat whole grains.

• Is whole-wheat bread a "Go" food? Yes!

• Corn is part of which food group? Veggies AND Grains! Corn is a vegetable but it is also a whole grain. Some foods can fit into more than one food group.

• We should try to eat 5-7 servings of grains per day. We should also try to make half of our grains whole grains. Some examples of whole grains are oatmeal, popcorn, and whole wheat bread. For example, if I have a sandwich, that's two servings of grains. One serving for each slice of bread. I could



also have half a cup of cereal or pasta. That would count as one serving! If I had whole wheat pasta, whole wheat bread and a non-whole grain cereal, over half of my grain choices would be whole.

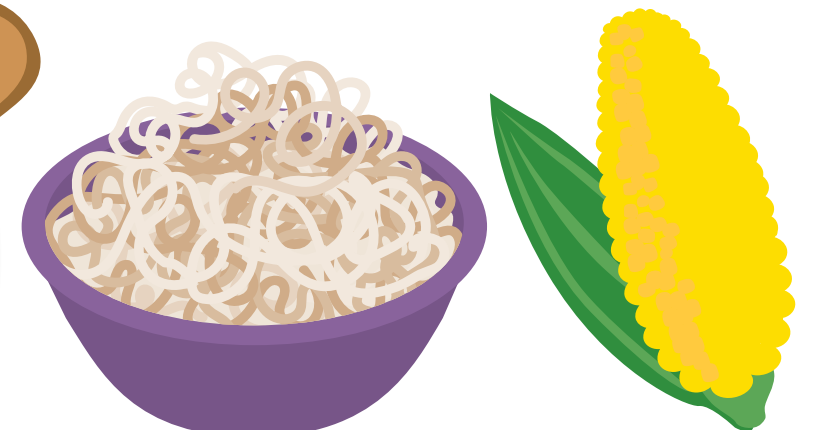


• How do we know if it is whole grain? Look at the nutrition facts label to see what the first ingredient is. It should be a whole grain like whole wheat flour.

• It's important for us to try to make most of the grains we eat whole grains.

Does anyone know why?

Whole grain foods have important vitamins and minerals along with fiber in them that help keep our bodies strong and full of energy to play hard and feel good! Whole grains are "Go" foods! Foods like white bread, cake, cookies and donuts are not whole grains. If we eat too much of these foods, we don't get the best energy that our bodies need. Whole grains are "Go" foods and white bread, cake and cookies are examples of "Whoa" foods.



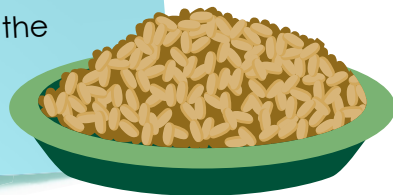
UNIT 1

Lesson 3



- **Who can tell me how many servings of grains you should eat per day?** 5-7 servings.
- **Who can tell me how much of those servings of grains should be whole grain?** At least half, so 3 to 4 servings.

***Teaching tip:** This concept may be difficult for younger students to understand. Focus on teaching the students to make half of the grains they eat whole grains.



- **What are some more examples of whole grain foods?** Can you think of any other examples that you have had at school or at home? Oatmeal, whole wheat bread, popcorn, whole wheat spaghetti, whole wheat tortillas, or pita pockets, whole wheat crackers and brown rice.

Lesson Activity 1

Portion Comparison Activity – Grains

(5-10 minutes)

- First, choose 2 students to come up and pour cereal into 2 different sized bowls; one large bowl and one smaller bowl. Instruct students to pour as much cereal as they would serve themselves.
- Next, choose 2 different students to come up and using a 1 cup measuring cup, measure how much cereal each previous student poured into their bowl.

- Now I am going to show you what serving sizes of different grains looks like. Hold up the appropriate Portion Comparison Card to remind students what each every day object looks like.

Then tell them that:

- ½ cup of rice = computer mouse
- ½ cup of cereal = ½ a baseball
- ½ cup of pasta = palm of your hand
- 1 cup of popcorn = 1 whole baseball

- **Discuss with students how using a smaller bowl or plate can help us control our portion sizes.** If you don't have a measuring cup handy, use common household items to help estimate serving sizes. This can keep us from eating too much.

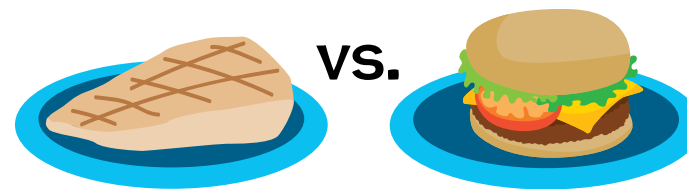


PROTEIN:

- **The protein group on the MyPlate poster is represented by what color?** Purple!
- **Who knows why we need protein?** It gives us energy and keeps our muscles strong. Have kids make a muscle by flexing their biceps to emphasize protein's role in making muscles strong.
- **Who can name one protein food?** Any kind of meat, eggs, beans, nut butters, tofu.
- **Do beans, peanut butter and tofu come from an animal or plant?** Plant. Protein foods can either come from animals or from plants. Plant proteins are usually lower in fat, sugar and sodium.

UNIT 1

Lesson 3



- **We want to eat lean or “Go” protein foods because they are lower in fat. Some examples of lean proteins are:** chicken and turkey without the skin, lean or extra-lean beef, low-fat cottage cheese, fish – tuna, salmon, shrimp (all grilled or baked), lean pork chops, sirloin steak and hard-boiled egg.

- **Protein foods that are higher in fat and are “Whoa” protein foods include:** bacon, sausage, hot dogs, fried chicken nuggets and fried fish.

- **What animal produces eggs that we commonly eat here in Tennessee?** Chickens. Adding fat to a “Go” food can change it to a “Slow” or “Whoa” food, depending on the type of fat and how it is added. For example, hard-boiled eggs are a “Go” food, eggs fried in vegetable oil are a “Slow” food and eggs fried in lard or butter are a “Whoa” food.

- **Eggs belong to what food group?** Protein! If students answer the dairy group, explain that dairy products come from animal milk, like cows or goats, and that eggs come from chickens.

- **Peanut butter belongs to what food group?** Protein.

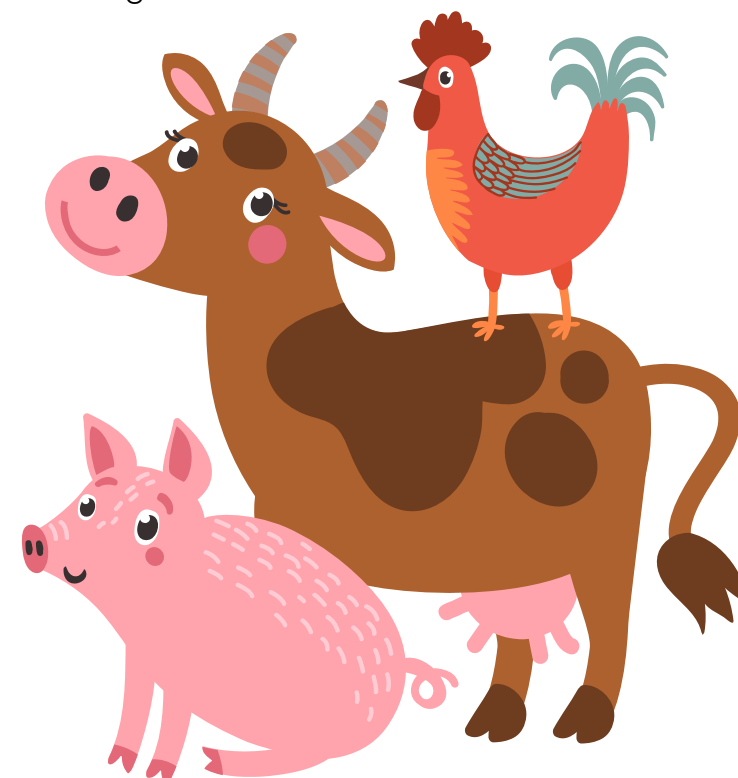


- **Do you think peanut butter is a “Go” food?** If you think it is, give a thumbs up. If you think it is not, give a thumbs down. Actually, either may be correct. Natural

peanut butter without added salt or sugar is a “Go” food. Peanut butter with added sugar or salt is a “Slow” food. Peanut butter is a protein food and has some other important vitamins and minerals in it. However, peanut butter is higher in fat, so we should make sure to watch our portion sizes. A serving of peanut butter is 2 tablespoons or the size of a ping-pong ball.

- **Who can tell me how many ounces of protein we should eat a day?** About 5-6 ounces a day, depending on whether you are a boy or a girl and how old you are. Boys usually need slightly more protein per day than girls. Usually, the older you are the more protein you need.

Five to six ounces per day is an estimate. A three ounce serving is the size of the palm of your hand or a deck of cards. You would need two of those servings.



UNIT 1

Lesson 3

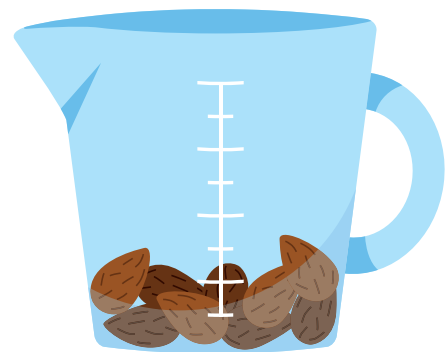


Lesson Activity 2

Portion Comparison Activity – Protein

(5 minutes)

- Now I am going to show you what a serving size of different kinds of protein foods looks like. Hold up the appropriate Portion Comparison Card to remind students what each everyday object looks like. Then tell them that:
 - 3 ounces of meat or chicken = deck of cards
 - 2 tablespoons of peanut butter = ping-pong ball
 - 1 cup of beans = baseball
 - ¼ cup of nuts = golf ball



Lesson Activity 3

MyPlate Coloring Activity

(5-10 minutes)



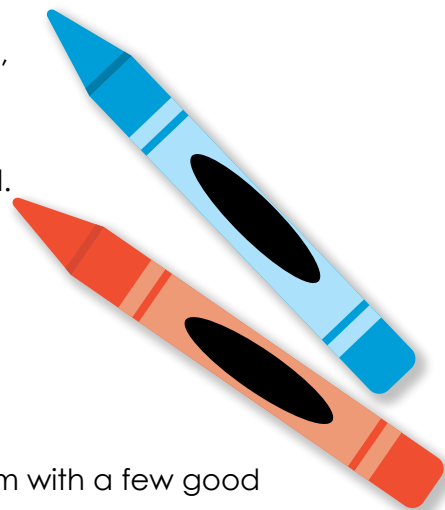
- Use a **MyPlate** poster or draw the **MyPlate** icon on the white board as accurate as possible.
- Take the **MyPlate** food cards or draw a few foods from each food group on to the board next to the **MyPlate** icon.

- **DO NOT draw on your MyPlate posters.** If there is no access to a whiteboard just say foods aloud and have students name the food group as you point to the correct group.

- Ask the children to help you match the various foods with the appropriate food group.

- After this exercise, pass out a blank **MyPlate** coloring sheet to each child. Ask the children to draw “Go” foods from each food group and design their own meal.

- Help provide them with a few good examples of “Go” foods for each category if needed. Refer to the “Go,” “Slow,” “Whoa” Food List. Make sure half of their plate is fruits and vegetables, ¼ is grains and ¼ is protein.



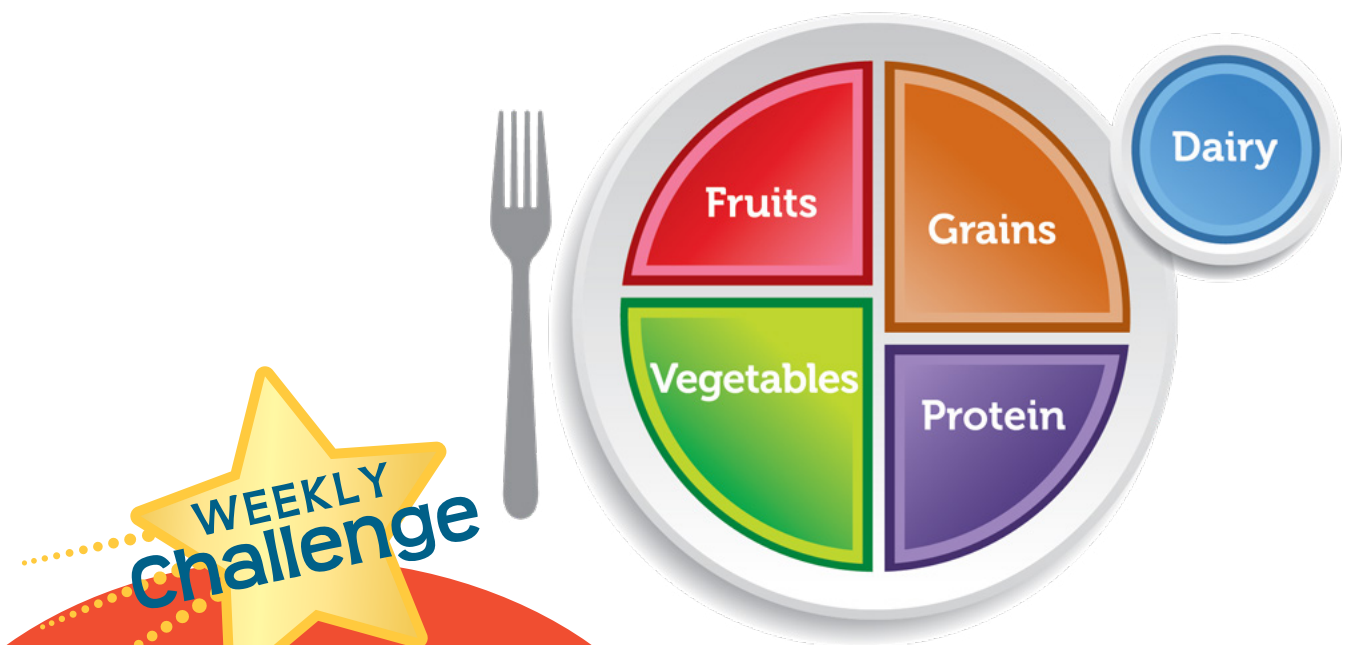
UNIT 1

Lesson 3



TAKE HOME MESSAGE

Today we learned that it is important to eat “Go” foods from each food group every day. We learned it is important to try to eat whole grains and that protein helps us have energy and keeps our muscles strong.



WEEKLY challenge

I challenge you to look at your school lunches or food at home and try to eat “Go” foods from at least 3 food groups at every meal. Remind students that there are five food groups. Tell students that you will check back next week to see who was able to complete the challenge.



Have students repeat the Key Message after you:
Make half of your grains whole and go lean when choosing protein.

UNIT 1

Lesson 3



Game

Five Food Groups Roster

(5-10 minutes)

Game Equipment

- 1 ball

Directions:

- Have students form a large circle standing at an arm's length apart from one another. Count off 1 through 5. Assign 1 = Grain Group, 2 = Vegetable Group, 3 = Fruit Group, 4 = Dairy Group, 5 = Protein Group. Tell students to remember their food group.

- Tell students that you're going to roll a ball into the circle and call out a food group. Students from that group have to keep the ball moving and inside the circle. Everyone else has to do a movement that you call out. For example:

- The dairy group keeps the ball in the circle while everyone else marches in place.
- The vegetable group keeps the ball in the circle while everyone else hops on one foot.
- The fruit, grain and protein groups keep the ball in the circle while everyone else does arm circles.

- Continue calling out single food groups and a combination of food groups and movements until you eventually call all five food groups at once.



Nutrition Connection: In this game, students will learn and demonstrate the importance of eating from all five food groups. They will discuss each group's role in keeping us healthy.

Educator Notes

Always participate in games with students. This will encourage them to play and they will have more fun.

Cool Down/ Water Break

(2-3 minutes)

Take students through a few easy stretches. When stretches are completed, have students line up for a water break. The lesson is over. Tell the students good-bye and that you will see them next week.



***Teaching tip:** For younger students, simply ask that students go into the middle of the circle and do 5 jumping jacks (or another form of physical activity) when a food from their food group is called. For example, the educator would call out "strawberries, do five big hops in the middle of the circle" and the students who were in the fruit group would perform the physical activity in the middle of the circle. The educator would then say "strawberries are a part of the fruit group."

UNIT 1

Lesson 4



Lesson 4

Fun with **MyPlate** – Dairy

(30-45 minutes)

Taste Test #1 – Mixing Up Your Milk

Educator Notes

- For all lessons, have the **MyPlate** poster displayed for students.

- Do not read from the lesson plan verbatim. This is a facilitated theme-guided discussion. You may spend more time on a topic based on students' answers to questions that indicate their level of understanding. Focus on the key message for each lesson and guide the discussion accordingly.

Lesson Materials

- MyPlate** poster
- Health Hip Hop** CD
- CD player
- "Mixing Up Your Milk" taste test ingredients
- Small plastic cups - bathroom size

Game Equipment

- "Go," "Slow," "Whoa" foods list

Lesson Activity

Taste Test #1 - Mixing Up Your Milk



Learning Objective

Students will be able to identify 3 low-fat dairy foods and determine how much of their plate should contain dairy.

TN Health Standards: 5.1, 5.2

Introduction

(1-2 minutes)

Welcome students back and tell them what's on the schedule for today's lesson (Power minutes, talk about Taste Test snack and "Go" foods and then play a fun game).



Eat dairy foods for strong bones and teeth!



UNIT 1

Lesson 4



Warm Up Power Minutes OR Game Refresher (5 minutes)

[Pick One!]

Choice 1: Power Minutes

This warm up is designed to allow students to get their wiggles out. This can improve attention and reduce misbehavior during the lesson. However, if you find that students have a hard time calming down and are not engaged in the lesson, you can forego this activity. Use call and response to regain attention.

1. Have students free dance to the **Health Hip Hop** CD OR...

2. Have students play their favorite tag game that requires all students to run and continuously be active OR...

3. Do any other activity that will keep your kids moving for a continuous 5 minutes.

Choice 2: Game Refresher

Remember the game we played last week? **"Five Food Groups Roster"**

Before we get started with this week's lesson, let's play a shortened version of last week's game. See **equipment list and instructions in Lesson 3.**



Food for Thought (10-15 minutes)

• **Welcome students back and ask them who was able to complete last week's challenge to eat "Go" foods from at least 3 different food groups with each meal at school or at home.** Example: turkey sandwich with turkey, low-fat cheese and whole grain bread. Select 2 or 3 students to share. If students share foods that are not "Go" foods, name a "Go" food from the same food group and thank them for sharing.

Focus on the positive parts of students' experience when discussing as a group.

• **Who can raise their hand and tell me one thing they remember from the last lesson?** We talked about the different food groups and the colors representing each food group on the MyPlate. We also talked about whole grains and protein.

• **Which food groups have we talked about so far?** Fruit, vegetables, grains and protein.

• **Which food group have we not talked about yet?** Dairy.



UNIT 1

Lesson 4



• **The dairy group is represented on the MyPlate poster by what color?** Blue!

• **What does dairy do for your body?** Dairy has calcium, a mineral that makes your bones and teeth strong. Dairy foods can also be a good source of vitamin D, which helps keep our immune system strong. Our immune system helps fight illnesses, so vitamin D is very important to stay healthy.

• **How many servings of dairy do we need each day?** We need 3 servings of dairy a day.

• **What food group does non-fat yogurt belong to?** Dairy.



• **It is important for us to eat low-fat or fat-free dairy foods because these are "Go" foods.** Who can raise their hand and name one "Go" dairy food or drink? Low-fat cheese, low-fat or fat-free milk, low-fat or fat-free yogurt, low-fat or fat-free cottage cheese.



Hand Washing (3-5 minutes)

Tell students that they have just a few minutes to get water and wash their hands, so they need to pay attention. When they are done, they are to

come back into the taste test area and sit down quietly. We will not be able to start the taste test until everyone is sitting down quietly. *If necessary, use call and response to regain students' attention before beginning the taste test.*

While students are waiting, have them play a guessing game with you. **Example:** "I am thinking of a food that is..." Choose foods that tie into today's dairy theme.



UNIT 1

Lesson 4



Lesson Activity

Taste Test #1 – Mixing Up Your Milk

(5-10 minutes)



Ingredients:

Provide AT LEAST 2 of the following options. Make sure to check for student allergies before serving any of these options.

- Skim (fat-free) white milk
- 1% white milk
- Almond milk (unsweetened)
- Soy milk (unsweetened)
- Coconut milk (unsweetened)

Note: This is only a taste test, not a snack. Please use smaller portion sizes.

Explain to students that it takes about 12 tries to know if you like a food, and therefore that is why we take “polite bites.” Ask students to be kind to others when trying the new food and not to make faces or say unpleasant things. Remind students that during taste tests we “**don’t yuck my yum.**” This means it is not appropriate to say negative things about a food or drink when your classmate may think it is yummy. When students have positive experiences trying new things, they are more likely to continue to try new foods in the future.

Equipment

1. Small plastic cups (3 oz. or smaller)

Directions

- Give students a small sample of each of the 2 selected milk choices to let them taste the difference between each option. Explain to students that a taste test is a very small sample of a food or beverage, not enough to get full. It is enough to just get a taste of the food or beverage to decide if we like it or maybe need to try it again later.

- Discuss the talking points in the Taste Talk section.

Taste Talk

(5-10 minutes)

- **Today we are tasting 2 delicious types of milk, either skim, 1%, coconut (unsweetened), soy milk (unsweetened) or almond milk (unsweetened).**



- **What food group does milk belong to?** Dairy.
- **Raise your hand if you knew that there are many different types of milk?** Almond, coconut, soy, whole, 2% (reduced-fat), 1% (low-fat) and skim (fat-free).

UNIT 1

Lesson 4



may have calcium and vitamin D like regular milk, but with added sugars and flavors.

- **What about flavored milk?** Who can raise their hand and tell me if flavored milk (such as chocolate, strawberry and vanilla) is a “Go,” “Slow” or “Whoa” drink? Flavored milk is a “Whoa” drink. These milks may have calcium and vitamin D like regular milk, but with added sugars and flavors.
- **Who can raise their hand and tell me what flavoring adds to a beverage?** Flavored milk has sugar added to it. Too much sugar can cause cavities in your teeth. Cavities are spots of decay on our teeth that can cause pain when we chew. We can prevent getting cavities by eating “Go” foods from all 5 food groups every day and making sure to brush and floss our teeth every morning when we get up and every night before we go to bed. Brush and floss the teeth you want to keep!



- **Remember, when we are choosing foods from the dairy group, we want to choose low-fat or fat-free options.**
- **What is another name for skim milk?** Fat-free.
- **What is another name for 1% milk?** Low-fat.
- **Ask the students if they notice any color, taste or consistency differences between the milks.** Does one look thicker or thinner?

- **Ask the students what each milk choice looks like. Is it darker or lighter than the other one?** Describe the color.

- **Ask the students what each milk choice tastes like.** Is it sweet, plain or any other taste descriptions?

- **Does anyone know the mineral and vitamin in dairy that is good for your bones, teeth and immune system?** Calcium and vitamin D.

o Did you know? The amount of calcium in a cup of milk can be found on the nutrition facts label.



- **Can anyone remind us how many servings of dairy we should have daily?** 3 servings a day.

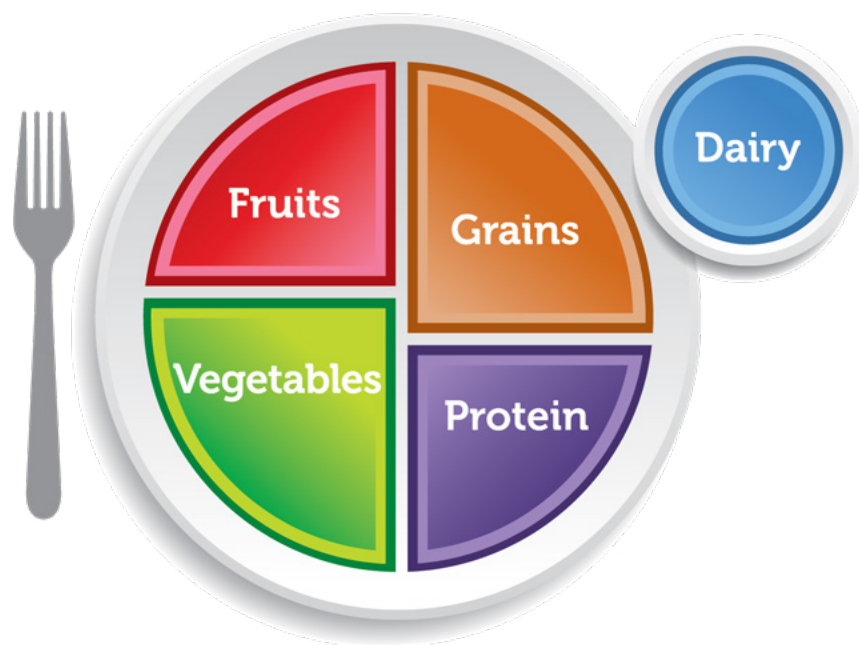
UNIT 1

Lesson 4



TAKE HOME MESSAGE

Today we learned about the dairy group. We talked about the different types of milk and even got to taste a few. We talked about how important dairy is for our bones and teeth. We learned that we need 3 servings of dairy every day!



WEEKLY challenge

For this week, I challenge all of you to eat a "Go" calcium- and vitamin D-rich dairy food such as milk, yogurt or cheese either at home or at school. Next week, I will check in to see which dairy foods you ate.



Have students repeat the Key Message after you: **Eat 3 servings of "Go" dairy foods a day for a strong immune system, bones and teeth!**

UNIT 1

Lesson 4



Game

"Go" Food, "Whoa"
Food (modified version
of Red Light, Green Light)
(5-10 minutes)



Game Equipment

1. "Go," "Slow," "Whoa" foods list



Directions:

- Arrange the students on one line facing you. Explain the signals for Stop (Educator will call out a "Whoa" food) and Go (Educator will call out a "Go" food). Because today's lesson focused on dairy, call out as many dairy foods as possible. "Go" examples include: skim milk, low-fat yogurt and low-fat cheese. "Whoa" examples include: ice cream, butter, and regular sour cream.
- The students try to get from one line to the other line across the room. However, they can only move when you call out a "Go" food or beverage. They should move as fast as possible when you call out a "Go" food or beverage.
- When you say a "Whoa" food, everyone must freeze. If a student runs when a "Whoa" food is called out, they must run back to the starting line and start at the beginning.
- Students will get to the opposite side at different times depending on how fast they move. When all students have reached the opposite side, have everyone run back to the starting line. The game begins again until time is up.

Educator Notes

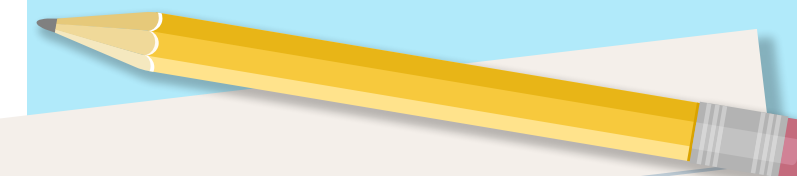
Always participate in games with students. This will encourage them to play and they will have more fun.

Cool Down/ Water Break

(2-3 minutes)



Take students through a few easy stretches. When stretches are completed, have students line up for a water break. The lesson is over. Tell the students good-bye and that you will see them next week.



***Teaching tip:** With younger students, have the students identify the category of the food as a group and then move accordingly. This will allow students to learn as they play the game. Because the lesson focuses on the dairy group, call out many "Go" or "Whoa" dairy foods during this game. To mix it up, change the activity that students must do when a "Go" food is called. For example, students could skip, bear crawl or hop.

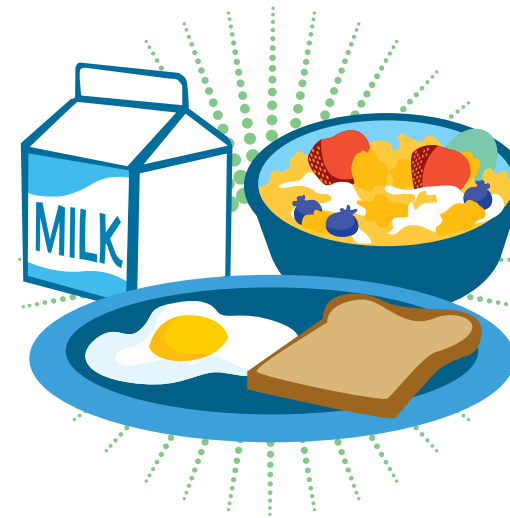
UNIT 1

Lesson 5

Lesson 5

Breakfast for Champions

(30-45 minutes)



Game Equipment

1. *Health Hip Hop* CD
2. CD player

Lesson Activity

Breakfast Car



Learning Objective

Students will be able to identify at least 3 "Go" breakfast foods and categorize them into the correct food group.

Educator Notes

1. For all lessons, have the *MyPlate* poster displayed for students.
2. Do not read from the lesson plan verbatim. This is a facilitated theme-guided discussion. You may spend more time on a topic based on students' answers to questions that indicate their level of understanding. Focus on the key message for each lesson and guide the discussion accordingly.

TN Health Standards: 5.1, 5.2

Lesson Materials

1. *MyPlate* poster
2. *Health Hip Hop* CD
3. CD player



Eat "Go" foods for breakfast every day to get your day off to the best start.

UNIT 1

Lesson 5



Introduction

(1-2 minutes)

Welcome students back and tell them what's on the schedule for today's lesson (Power minutes, talk about "Go" breakfast food options and then play a fun game).

Warm Up

Power Minutes **OR** Game Refresher

(5 minutes)

[Pick One!]

Choice 1: Power Minutes

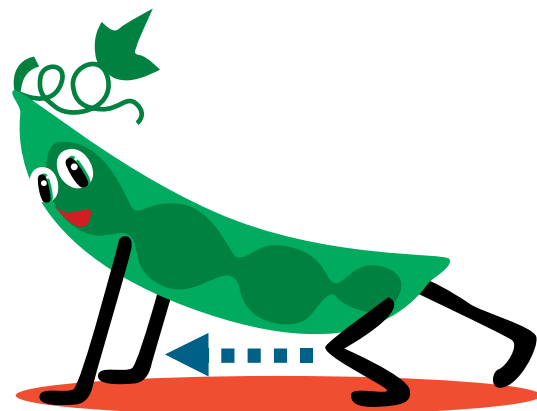
This warm up is designed to allow students to get their wiggles out. This can improve attention and reduce misbehavior during the lesson. However, if you find that students have a hard time calming down and are not engaged in the lesson, you can forego this activity. Use call and response to regain attention.

1. Have students free dance to the **Health Hip Hop** CD OR...



2. Have students play their favorite tag game that requires all students to run and continuously be active OR...

3. Do any other activity that will keep your kids moving for a continuous 5 minutes.



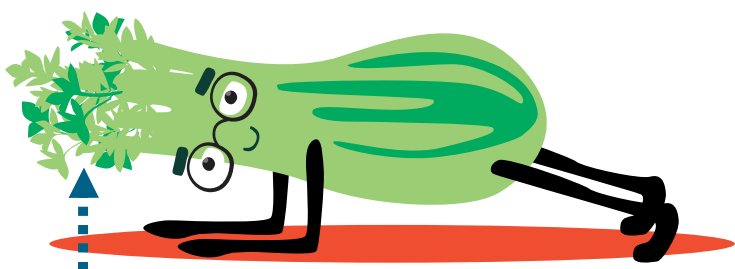
Choice 2: Game Refresher

Remember the game we played last week?
"Go" Food, "Whoa" Food (Red Light, Green Light)

GO Slow Whoa

Before we get started with this week's lesson, let's play a shortened version of last week's game.

See equipment list and instructions in Lesson 4.



UNIT 1

Lesson 5



Food for Thought

(10-15 minutes)

• **Who was able to complete last week's challenge of eating a "Go," calcium- and vitamin D-rich dairy food such as low-fat or skim white milk, yogurt or cheese when you were at school or at home?** Allow several students to share. If students share "Slow" or "Whoa" dairy foods, help them identify "Go" dairy food alternatives. Focus on the positive parts of students' experience when discussing as a group.



Create an anchor chart with the students when discussing the next few bullet points. For example, start with "BREAKFAST" at the top. Write down reasons why breakfast is important (examples: helps us focus at school, gives us energy first thing in the morning, etc.). Then, write down what happens when we don't eat breakfast and examples of healthy, "Go" breakfast foods. If possible, include drawings of foods and beverages. Reference this anchor chart throughout the lesson. Additionally, add what students identify that they would like to learn about breakfast. (Reference the Anchor Chart How To in Unit 1 on the NEAT Share Drive if needed)

• **It is important to choose "Go" foods at every meal but today we are focusing on choosing "Go" foods at breakfast!** Raise your hand if you have heard that breakfast is the most important meal of the day. Encourage all students to raise their hands.

• **Who can tell me why eating breakfast is important?** Because it helps us start the day right and gives us energy to play hard and concentrate in school.

• **What can happen if we don't eat breakfast?** We could get tired, sleepy, hungry, cranky, not feel like listening in class or playing with our friends.

• **Let's talk about some different types of breakfast foods.** Do you know what food group granola belongs to? Grains. Granola has oats in it which are a whole grain. Oats are the whole grain that are in oatmeal and are a great food to start your day off right.



• **Cereal also belongs to the grains group. Who knows where we can look on the cereal box to see how much sugar it has in it?** The nutrition facts label tells us information about calories, fat, sugar, salt and other nutrients in a food or drink. You can look at the nutrition facts label to see how much sugar a cereal has in it. Some cereals have a lot of sugar added to them. We know from last week's lesson that we want to try to limit how much sugar we consume in foods or beverages.

UNIT 1

Lesson 5



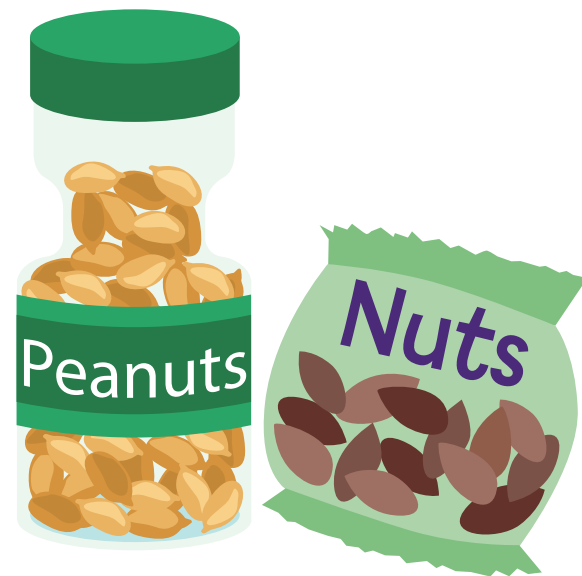
• **Who remembers from last week what food group yogurt belongs to?** Dairy.

• **Ask students if anyone can name a fruit or veggie they could eat for breakfast.** Any fresh fruit, no sugar added canned fruit or frozen fruit. For example, strawberries, cherries, grapes, blueberries, raspberries, blackberries, pineapple or any favorite fruit would be delicious! You can put fruit in your yogurt or oatmeal. You could also have a veggie omelet, eggs and spinach, quiche with veggies, eggs and avocado or egg burrito with peppers.

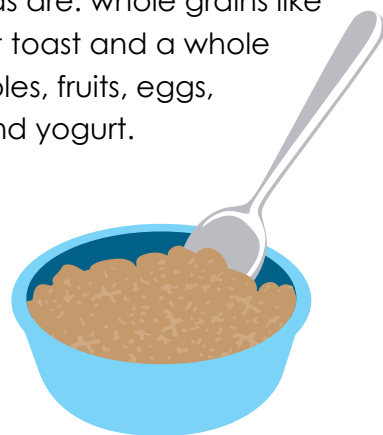
◦ **Follow-up question: Would these be "Go" or "Whoa" breakfast foods?** "Go!" Remind students how "Go" foods like fruit would be a better breakfast choice than a "Whoa" food like donuts, candy or cake.



• **What food group do nuts belong to?** Nuts belong to the protein group.



• **Some breakfast foods give us better energy than other foods.** "Go" foods give us long-lasting energy while "Whoa" foods do not. Examples of "Go" breakfast foods are: whole grains like oatmeal, whole wheat toast and a whole wheat tortilla, vegetables, fruits, eggs, low-fat milk, cheese and yogurt. Examples of "Whoa" breakfast foods are: sugary cereals, flavored milk, fatty meats like bacon and sausage, pastries and Pop-Tarts.



• **Who can raise their hand and tell me one food that is good to eat for breakfast that will give us long-lasting energy?** Ask students what food group the food they name belongs to.

UNIT 1

Lesson 5



Lesson Activity

Breakfast Car

(5-10 minutes)

1. Tell participants they are going to use what they've learned about breakfast foods to play a game called "Breakfast Car." **Start by discussing the following:** What do cars run on? Gas/fuel. What gives our bodies energy to move and play? Food/beverages. Food and beverages are gas for our bodies. We need to eat and drink so we have energy to learn and play. Healthy, "Go" foods give our bodies the best energy to learn and play. What do you think happens if someone were to fill their gas tank up with the wrong type of gas/fuel? Their car would not run as well and might even make a puttering sound from not having the best type of fuel for it to run at its top performance. It is the same way for our bodies. If we eat a lot of "Whoa" foods and not enough "Go" and "Slow" foods, our bodies will run for a short while and then we might feel tired and lazy and want to take a nap. "Go" foods and beverages give our bodies the right type of fuel to perform at our absolute best!



2. Ask students to name examples of healthy, "Go" breakfast foods (see examples on page 38).

3. Tell participants that you are going to call out breakfast foods. We will be "fueling" our breakfast train with different breakfast foods.

- a. If I name a "Go" breakfast food, the car will speed up and everyone should walk fast/jog (no running).
- b. If I name a "Whoa" breakfast food, everyone should walk really slowly.
- c. Explain again how "Go" foods give our bodies long-lasting energy and "Whoa" foods slow us down.

4. The educator will be the leader of the car and can vary the motions the students make like waving their arms while jogging, skipping, galloping, etc. Remember to use call and response to regain attention if students begin to misbehave or act rowdy.

5. Begin the game by having students stand in a single file line behind you. Say, "Let's pretend to be a 'breakfast car.'" Start by slowly jogging around the playing space.

6. Call out foods using the list below as a guide. If you have a large group of students, consider breaking off into a couple of smaller groups.

***See example lists of "Go" and "Whoa" breakfast foods on page 42.**

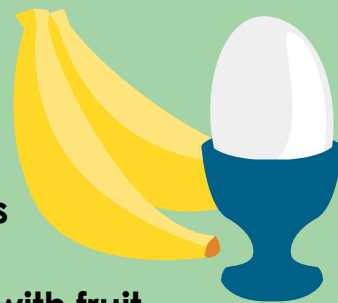
Example Lists of
“Go” and “Whoa” Breakfast Foods



Every Day “Go”
Breakfast Foods and Beverages:

- Low-fat chicken sausage
- Low-fat turkey sausage
- Beans
- Oatmeal
- Low-fat or fat-free white milk
- Whole grain bread or toast
- Cream of rice or wheat hot cereal
- Low-fat or fat-free yogurt
- Low-fat cheese

- Bananas
- Peaches
- Veggie omelet
- Roasted/baked potatoes
- Hard-boiled egg
- Whole wheat pancakes with fruit
- Whole-grain cereals like Cheerios and Wheaties



Every Once in a While “Whoa”
Breakfast Foods and Beverages:

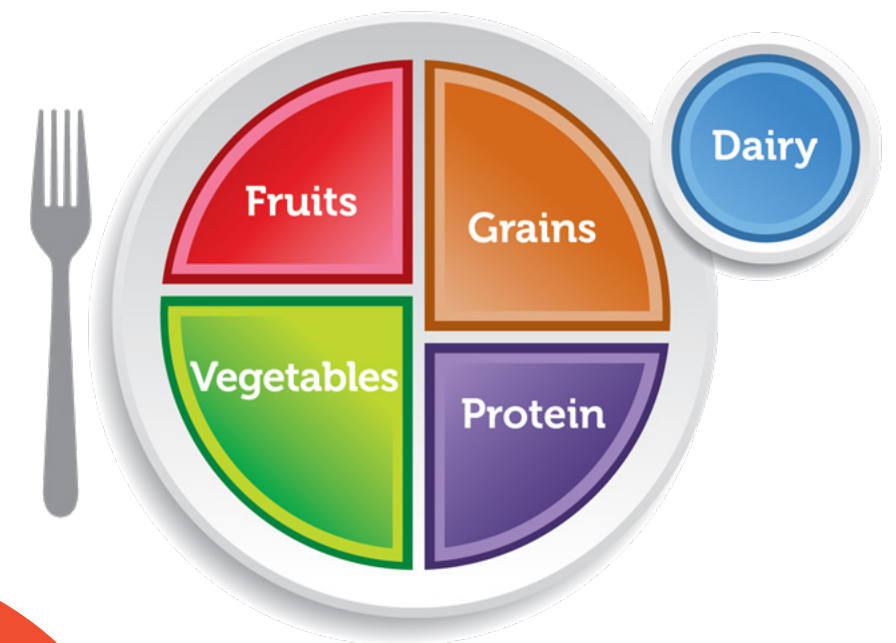
- Doughnuts
- Danishes/pastries
- High-sugar cereals like Lucky Charms, Frosted Flakes, Fruity Pebbles, Cocoa Puffs
- Pork sausage or bacon
- Biscuits and gravy

- Extra cheesy grits
- Sausage or bacon biscuit sandwich
- Bacon or sausage breakfast burrito
- High-sugar fruit juices like Kool-Aid and Hawaiian Punch
- Potatoes fried in lard or butter
- White flour pancakes with syrup and butter
- Bacon and sausage omelet with cheese



TAKE HOME MESSAGE

Today we talked about the importance of eating a healthy breakfast. We thought of many examples of “Go” breakfast foods.



WEEKLY
challenge

For next week, I challenge everyone to try to eat breakfast at home or at school to help fuel your body for the day! Next week, I want to hear all the “Go” breakfast foods that you ate!



Eat “Go” foods for breakfast every day to get your day off to the best start.

UNIT 1

Lesson 5



Game

Find Your Food Group

(5-10 minutes)



Game Equipment:

1. CD player
2. *Health Hip Hop* CD

Preparation:

- You can play music (use the *Health Hip Hop* CD or other appropriate, upbeat music) during this activity.
- Have students form a large circle. Whisper one of the five food groups into each student's ear. Alternate between: grains, vegetables, fruit, dairy and protein.
- When the music starts (or when you say go or blow your N.E.A.T. whistle), have students skip around the activity area.
- When the music stops, students should quickly scatter to different areas and stop moving.

Directions for Older Students

- (or a mix of ages):
- When the music starts (or when you say go or blow your N.E.A.T. whistle), have students skip around the activity area.
 - When the music stops, students should quickly scatter to different areas and stop moving.
 - Tell students to think of a food from their assigned food group. Tell students that if they can't think of a food, they should raise their hand and you will come and whisper a hint.
 - When the music starts again, student should start walking around the area calling out the food from their food groups.
 - Students should continue calling out their food until they have found all the other students calling out foods from their same food group.

- Tell students to remember that the other foods from their group could be the same as theirs or very different.
- Variation: Have the students get together in groups that have one food from each food group.
- Continue playing as time allows.

For Younger Kids:

- Have students call out their assigned food group. Example: If protein was whispered into their ear, they will walk around calling out 'Protein.'
- Have students calling out the same food group get together in a group.
- When all students are grouped together, ask each group to name 1 or 2 foods that belong to their food group. Example: The protein group will name beans, fish, chicken, peanut butter, eggs, steak, tofu, turkey, ham or almond butter.

Educator Notes

Always participate in games with students. This will encourage them to play and they will have more fun.

Cool Down/ Water Break

(2-3 minutes)

Take students through a few easy stretches. When stretches are completed, have students line up for a water break. The lesson is over. Tell the students good-bye and that you will see them next week.



UNIT 1

Lesson 6



Lesson 6

Being Sugar Savvy

(30-45 minutes)

Educator Notes

1. For all lessons, have the *MyPlate* poster displayed for students.
2. Do not read from the lesson plan verbatim. This is a facilitated theme-guided discussion. You may spend more time on a topic based on students' answers to questions that indicate their level of understanding. Focus on the key message for each lesson and guide the discussion accordingly.

Lesson Materials

1. *MyPlate* poster
2. *Health Hip Hop* CD
3. CD player
4. 23 teaspoons (tsp) of sugar or 23 sugar cubes (each cube = 1 tsp)
5. N.E.A.T. measuring spoon (if measuring out teaspoons of sugar)
6. Sugar Detective Cards

Game Equipment

1. Medium sized soft foam ball or rubber ball
2. N.E.A.T. Whistle (optional)
3. "Go," "Slow," "Whoa" Foods List

Lesson Activity

Sugar Detectives

Learning Objective

Students will be able to identify at least 3 foods that contain added sugar. Students will be able to describe what happens when we eat too much sugar.

TN Health Standards: 5.1, 5.2



Eating more yummy "Go" foods and less sugary "Whoa" foods will keep my body energized.



UNIT 1

Lesson 6



Introduction

(1-2 minutes)

Welcome students back and tell them what's on the schedule for today's lesson (Power minutes, talk about "Whoa" food swaps and then play a fun game).

Warm Up

Power Minutes OR **Game Refresher**
[Pick One!]
(5 minutes)

Choice 1: Power Minutes

This warm up is designed to allow students to get their wiggles out. This can improve attention and reduce misbehavior during the lesson. However, if you find that students have a hard time calming down and are not engaged in the lesson, you can forego this activity. Use call and response to regain attention.

1. Have students free dance to the **Health Hip Hop** CD OR...

2. Have students play their favorite tag game that requires all students to run and continuously be active OR...

3. Do any other activity that will keep your kids moving for a continuous 5 minutes.



Choice 2: Game Refresher

Remember the game we played last week?
"Find Your Food Group"

Before we get started with this week's lesson, let's play a shortened version of last week's game. **See equipment list and instructions in Lesson 5.**

Food for Thought

(10-15 minutes)

• **Who was able to complete last week's challenge and eat a "Go" breakfast at home or at school? What did you have?** Allow a few students to share. Guide students to name fruits, veggies, lean protein, low-fat and fat-free dairy and whole grain foods. If non-"Go" foods or beverages are named, ask the group of students to name a "Go" food alternative. Focus on the positive parts of students' experience when discussing as a group.

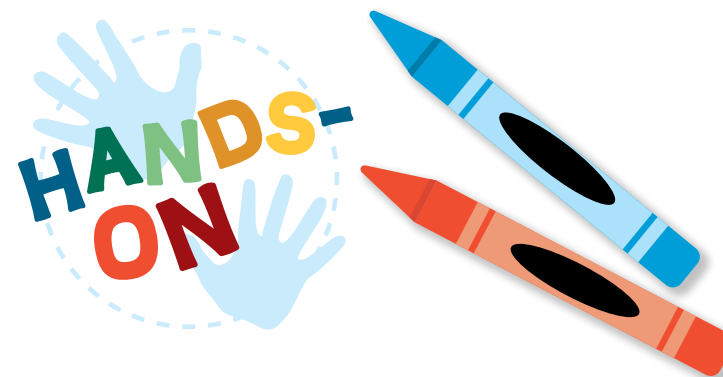


• **Who can raise their hand and tell me one thing we talked about last week?** We talked about how important it is to eat "Go" foods for breakfast. Fueling our bodies with "Go" foods for breakfast will give us the best energy to start our day.

• **Today we are going to talk more about sugar in your food and drinks.**

UNIT 1

Lesson 6



Create an anchor chart with the students when discussing the next few bullet points. At the top, write "SUGARY FOODS AND DRINKS." Then, as you discuss the next few bullet points, write down examples of sugary foods and drinks and the definition of added sugar. Draw pictures and write down reasons we do not need a lot of added sugar in our diet. Reference your anchor chart throughout the lesson as review and reinforcement.

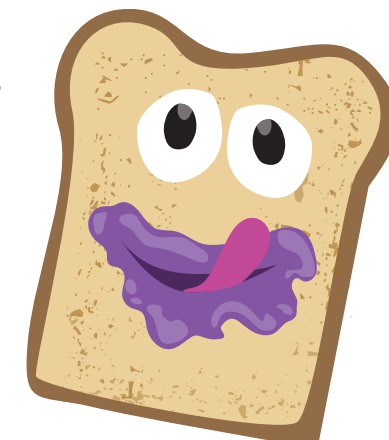


• **Who can name a drink that has a lot of sugar in it?** Regular soda, lemonade, sweet tea, Kool-aide, energy drinks, Slushies, Iced, flavored water, fruit juice, milk shake, etc.

• **Who can name a food that has a lot of sugar in it?** Candy - all types, donuts, cake, cookies, pastries, Pop-tarts, Honey Buns, etc.

• Who knows what added sugars means?

Added sugar is sugar that is put in foods during the processing or added at the table (like sugar in tea or coffee). Some examples are soda, cakes, cookies, candy and fruit drinks. Even some peanut butters, jellies, pasta sauces, crackers and many other foods can contain added sugars. Soon added sugars will be listed on the nutrition facts label!



• **Who can name a food or drink that has no added sugar in it, but has natural sugar?** Fruit, white milk that is not flavored, 100% fruit juice. There are natural sugars in fruit, 100% fruit juice and milk that give them their sweet taste. These sugars are naturally found in these foods and are not added by humans. Natural sugar can be a healthy choice since it is found in many "Go" foods like fruits and white milk. However, it is important that we try to reduce the amount of added sugar in our diet. Foods with lots of added sugar are usually "Whoa" foods like candy, cakes and soda.

• **Who can raise their hand and tell me how they feel after they eat or drink something with a lot of sugar?** Let them describe their feelings after eating a lot of sugar. The response should be a sugar rush: hyper, bouncing off the walls, etc. Explain to them that our bodies use sugar to get quick energy. After the sugar rush, we typically have a sugar crash and then we get tired, grouchy or lazy.

UNIT 1

Lesson 6



Lesson Activity

Sugar Detectives

(10 minutes)



- You will need 23 sugar cubes for this demonstration. One sugar cube represents one teaspoon of sugar. You can also use your N.E.A.T. measuring spoon to measure out each teaspoon of table sugar.
- Hold up the Sugar Detective Cards one at a time.
 - If you do not have the cards on hand, you can call out different items on the list and have the students guess the amount of added sugar.
- Have students guess out loud how many sugar cubes are added to each food/beverage item pictured on each card.
- Show them how much 1 teaspoon is by holding up 1 sugar cube or the measuring spoon.
- Discuss their guesses and how much sugar is actually added to each food item.
- After everyone is done guessing, display the correct amount of sugar cubes in front of the food item (ex: 1 sugar cube in front of the two graham cracker squares card).

ANSWERS:

- Fat-free milk (not flavored; 8 fl-oz carton or 1 cup) = **no added sugars**
- Fat-free chocolate milk (8-fl oz carton or 1 cup) = **3.5 tsp added sugars**
- 100% apple juice (8-fl oz carton or 1 cup) = **no added sugars**
- Lemonade (8-fl oz glass) = **5.5 tsp added sugars**
- Two medium chocolate chip cookies = **2 tsp added sugars**
- Microwave low-fat popcorn (snack-sized bag, 1.3 oz) = **no added sugars**
- Apple (medium) = **no added sugars**
- Two graham cracker squares = **1 tsp added sugars**
- Milk chocolate candy bar (1.6 oz) = **5 tsp added sugars**
- Pancake syrup (1 Tbsp) = **3 tsp added sugar**
- Grape jelly (1 Tbsp) = **3 tsp added sugar**
- Water (any amount) = **0 tsp**



UNIT 1

Lesson 6



Activity Discussion



- How did you think you did? Were your guesses close? Were there any surprises? Which beverages were lowest in added sugars?** Water, unflavored milk, 100% apple juice.
- Which foods were lowest in added sugar?** Apple, low-fat popcorn, graham crackers.
- Pancake syrup is an example of an ingredient that adds sugars to foods.** Ask students if they can think of others. Honey, brown sugar, powdered sugar, corn syrup, molasses, jelly, jam and sorghum. We want to limit how much sugar we add to our foods and beverages. We also want to try to limit eating foods and beverages with added sugar such as cake, cookies, pastries, candy and soda. These foods are “Whoa” foods.
- Ask students to raise their hands if they think the grape jelly has less added sugar than the pancake syrup.** Reveal to the students that they actually have the same amount of added sugar. The grape jelly is flavored with fruit and does not get its sweetness from natural fruit sugar. Instead, a lot of sugar is added to make it taste sweet and grape juice is added for grape flavor.
- Ask students to share what they think can happen if they eat too much sugar.** What are some other reasons that drinking or eating foods with lots of added sugars might not be healthy? Let students answer. Remind students that too much sugar can lead to tooth decay (cavities) and/or a sugar crash (feeling tired and lazy). Foods with added sugars can also fill us up and

not leave room for healthier foods that give our bodies the good stuff we need to look and feel our best. Foods that are high in added sugars are “Whoa” foods, and we want to eat or drink them only every once in a while and in small amounts.

Who can give me an example of a “Slow” drink? 100% fruit juice, whole milk, and 2% white milk.

Who can give me an example of a “Whoa” drink? Soda, fruit-flavored juice (not 100%), sweet tea, lemonade, energy drinks, sports drinks, and flavored milk.

What do these “Whoa” drinks have in them that we want to limit? Sugar!

Who knows what the best drink is to hydrate your body when you are playing sports or playing with friends?

Water is the answer. It is a “Go” drink. If students respond that Gatorade or other sports drinks are better than water, remind students that sports drinks have added sugar and are not needed unless they exercise vigorously (moving fast and sweating a lot) for an hour straight or longer with no breaks. Water will hydrate just as well and doesn’t have any sugar in it, so it is the best choice to stay hydrated most of the time.



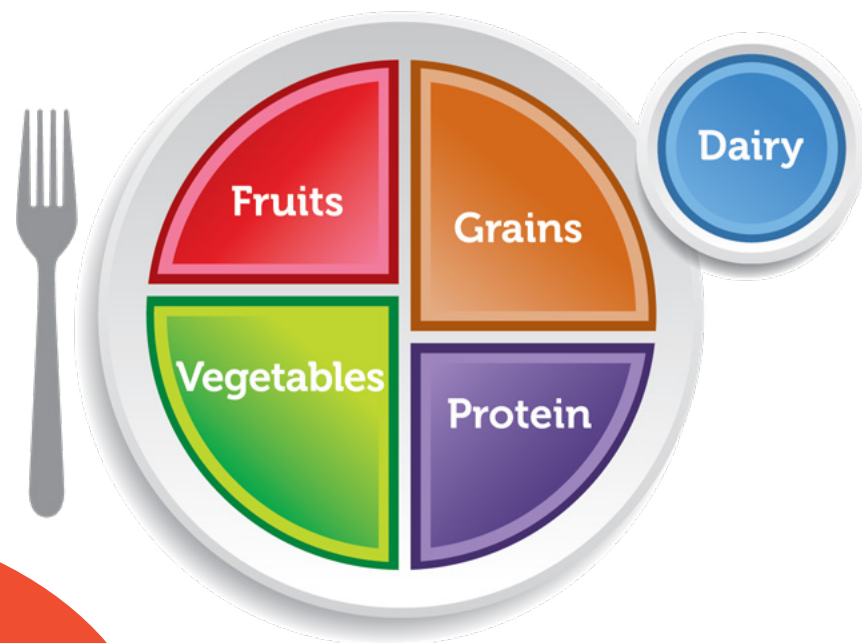
UNIT 1

Lesson 6



TAKE HOME MESSAGE

Today we discussed the amounts of added sugars in certain foods and drinks. We learned that too much sugar can give us cavities, make our bellies hurt or make it hard to concentrate in school. We talked about some “Go” beverages like water and skim or low-fat white milk.



WEEKLY challenge

I challenge you to find a food or drink in your pantry at home or that is sold at school that has added sugar. Next week I will check back to see what items you found with added sugars.

Have students repeat the Key Message after you:
Eat more yummy “Go” foods and limit sugary “Whoa” foods to keep our bodies in balance.



UNIT 1

Lesson 6



Game

Balance Your Foods! (modified version of Run for Your Life)

(5-10 minutes)



Game Equipment

1. Medium sized soft foam ball or rubber bouncy ball
2. N.E.A.T. Boom Box (optional but highly encouraged)
3. Upbeat music OR **Health Hip Hop** CD (optional but highly encouraged)
4. N.E.A.T. Whistle (optional)
5. “Go,” “Slow,” “Whoa” Foods List

Organization:

- Students should line up side by side on one side of the activity area.
- Every student starts out with 1 “out” (see teaching tip below if working with a younger age group, i.e. K-2nd graders).

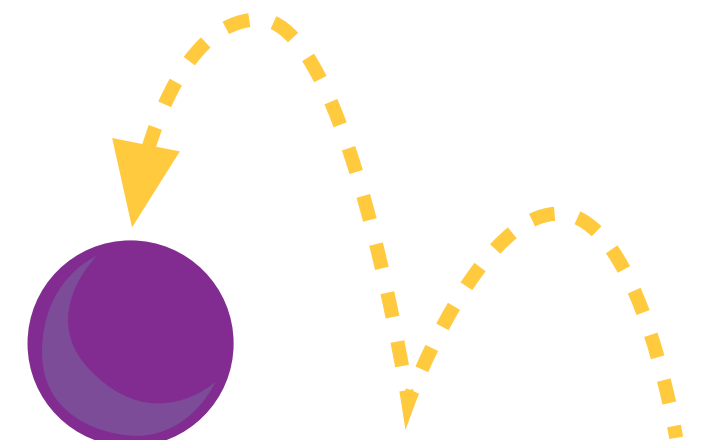
Directions:

- The N.E.A.T. Educators are “it.” Educators will call out a “Go,” “Slow” or “Whoa” food or beverage (see “Go,” “Slow,” “Whoa” Foods List for examples).
 - If a “Go” food is called, students should remain in place on the line. If a student starts to run when a “Go” food or beverage is called, they need to go off to the side of the activity area and perform a re-entry task (ex: 5 jumping jacks, push-ups, burpees, etc.) and then line backup. *Remind students: “Go” foods give us nutrients our bodies need and typically contain fewer calories, so that is why we stay on the line when a “Go” food is called.*

- If a “Slow” or “Whoa” food or beverage is called out, students need to run, as fast as they can without getting tagged by the ball, to the other side of the activity area. If a student is tagged by the ball they lose their “out” and should stand off to the side of the activity area and free dance until the round is over. *Remind students: “Slow” and “Whoa” foods contain more calories and require more physical activity to burn off the calories, so that is why we run when a “Slow” or “Whoa” food is called.*

GO Slow Whoa

- The educator can then blow their N.E.A.T. whistle to signal to the students that the game has begun.
- The round is complete once all students have lost their “out.”
- Play as many rounds as time allows.



UNIT 1

Lesson 6



*Teaching tips:

- For younger groups (K-2nd grade), give each student 5-10 "outs" to start with. This may mean that students don't ever get out during the time you are playing the game.
- Play music in the background during the game for the students free dancing off to the side and to make the game more fun.
- Let students know after each food is called whether it is a "Go," "Slow" or "Whoa" food.

Educator Notes

Always participate in games with students. This will encourage them to play and they will have more fun.

GO Slow Whoa

Nutrition Connection:

Discuss with students that "Slow" and "Whoa" foods and beverages have more calories in them and require more physical activity to burn off than "Go" foods and beverages. This is why we ran when we heard a "Whoa" or "Slow" food called. No matter what types of foods or drinks we consume ("Go," "Slow" or "Whoa") it is important to watch how much we eat and drink (portion size) and that we engage in AT LEAST 60 minutes of physical activity every single day.

Cool Down/ Water Break

(2-3 minutes)

Take students through a few easy stretches. When stretches are completed, have students line up for a water break. The lesson is over. Tell the students good-bye and that you will see them next week!



UNIT 1

Lesson 7



Lesson 7

Sugar Swaps

(30-45 minutes)

Taste Test #2 - Sugar Swaps

Educator Notes

1. For all lessons, have the **MyPlate** poster displayed for students.

2. Do not read from the lesson plan verbatim. This is a facilitated theme-guided discussion. You may spend more time on a topic based on students' answers to questions that indicate their level of understanding. Focus on the key message for each lesson and guide the discussion accordingly.

Lesson Materials

1. **MyPlate** poster
2. **Health Hip Hop** CD
3. CD player
4. "Sugar Swaps" taste test ingredients
5. Paper towels

Game Equipment

1. Sugar Surprises food cards – one set per team of 8
2. Sugar Surprises answer list



Lesson Activity

Taste Test #2 - Sugar Swaps

Learning Objective

Students will be able to identify at least 3 sugary "Whoa" foods and explain why it's important to eat "Go" foods most of time and eat "Whoa" only every once in a while.

TN Health Standards: 5.1, 5.2



Make sugar swaps to reduce the amount of added sugar we get each day.



UNIT 1

Lesson 7



Introduction

(1-2 minutes)

Welcome students back and tell them what's on the schedule for today's lesson (Power minutes, talk about "Go" foods to swap for sugary "Whoa" foods then play a fun game).

Warm Up

Power Minutes OR **Game Refresher**

(5 minutes)

[Pick One!]

Choice 1: Power Minutes

**This warm up is designed to allow students to get their wiggles out. This can improve attention and reduce misbehavior during the lesson. However, if you find that students have a hard time calming down and are not engaged in the lesson, you can forego this activity. Use call and response to regain attention.*

1. Have students free dance to the **Health Hip Hop** CD OR...

2. Have students play their favorite tag game that requires all students to run and continuously be active OR...

3. Do any other activity that will keep your kids moving for a continuous 5 minutes.

Choice 2: Game Refresher:

Remember the game we played last week?

"Balance Your Foods! (Run for Your Life)"

Before we get started with this week's lesson, let's play a shortened version of last week's game.

See equipment list and instructions in Lesson 6.



Food for Thought

(10-15 minutes)

• **Who was able to complete last week's challenge and find a food or beverage that is sold at school or in your pantry that contains added sugar? What would be a good alternative?** Allow several students to share. Remind students that if we eat too many "Whoa" foods and not enough "Go" foods, our bodies will not get all the nutrients they need to grow strong and stay in balance. We could also get cavities, which are tiny holes in our teeth. These can lead to toothaches, infections in our mouth or tooth loss. We also may not have the energy to play with our friends or learn in school. Focus on the positive parts of students' experience when discussing as a group.

• **Who can raise their hand and tell me one thing that we talked about last lesson?** We talked about added sugar and natural sugar. Added sugar is sugar that is not naturally found in a food or beverage but is added during processing. Natural sugar is sugar that is naturally found in that food or beverage and is not added. We talked about how natural sugar can be a healthy choice because it is often found in "Go" foods like fruits and white milk. We want to reduce the amount of added sugar we consume because it is often found in "Whoa" foods like cookies, cake and soda.



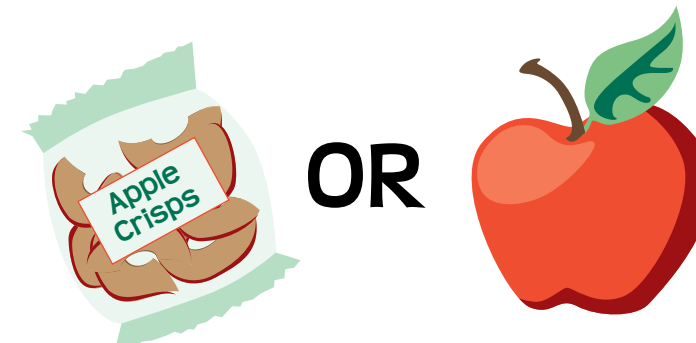
UNIT 1

Lesson 7



• **Today we are going to talk about how to make sugar swaps! What do you think I mean by a sugar swap?** Allow a few students to answer. Inform students that a sugar swap is swapping out a food or beverage that is high in added sugar for a food or beverage that has low or no added sugar.

• **Who can name a food or beverage with a lot of added sugar that we talked about last lesson?** Allow several students to answer. Examples include: all types of regular soda, candy, cake, cookies, pastries, most peanut or nut butters (look at food labels), Kool-Aid and flavored milk.



• **Who can name a food or beverage with natural sugar that we talked about last lesson?** Allow several students to answer. Examples of foods and beverages with natural sugar and/or no added sugars would be 100% juice, white (unflavored) milk or yogurt, fresh fruit, frozen fruit with no added sugar or syrups, fruit canned in 100% juice or water and dried fruit (ex: raisins, dried apricots, etc.).

• **What about water? Does water have natural or added sugar in it?** Neither! Water does not have any sugar at all! Flavored water can have sugar added to it but regular, plain water is sugar-free and delicious!

• **Pretend we have a piece of chocolate cake here that has a lot of added sugar in it. What could we swap that piece of cake out for that has low or no added sugar in it but that is still sweet?** Fruit! Fruit has natural sugars in it and is a great treat to satisfy your sweet tooth. You can eat it fresh, frozen, canned or dried. Just make sure that whatever option you choose doesn't have added sugar or syrups.

• **What could we eat with a fresh apple, for example, that belongs to the protein group and comes in creamy or chunky textures?** Peanut or almond butter! Make sure to look at the nutrition label on the side of the jar. Some types of peanut or almond butter can have a lot of added sugar. Make sure you pick the type that has low or no added sugar.

• **What if we have a choice between regular chocolate chip cookies or some graham crackers; which one has less added sugar in it?** The graham crackers have less added sugar in them than the cookies.

• **What food group do graham crackers belong to?** Grains.

• **What could we drink with our graham crackers that has no added sugar in it and belongs to a different food group?** We could drink unflavored fat-free or low-fat milk with our graham crackers for a healthy snack that contains a low amount of added sugar.

• **Now we are going to taste test a food with low or no added sugar that we can eat instead of a high added sugar food.**

UNIT 1

Lesson 7



Hand Washing

(3-5 minutes)



Tell students that they have just a few minutes to get water and wash their hands, so they need to pay attention. When they are done, they are to come back into the taste test area and sit down quietly. We will not be able to start the taste test until everyone is sitting down quietly. *If necessary, use call and response to regain students' attention before beginning the taste test.*

While students are waiting, have them play a guessing game with you. **Example:** "I am thinking of a food that is..." Choose foods that tie into today's "Sugar Swap" theme.

Lesson Activity

Taste Test #2 - Sugar Swaps

(10-15 minutes)



Ingredients:

Choose AT LEAST ONE of the following options:

- Fresh fruit
- Graham crackers or animal crackers
- NO SUGAR ADDED applesauce
- Fruit smoothie (to the right)

***Note:** This is only a taste test, not a snack. Please use smaller portion sizes.

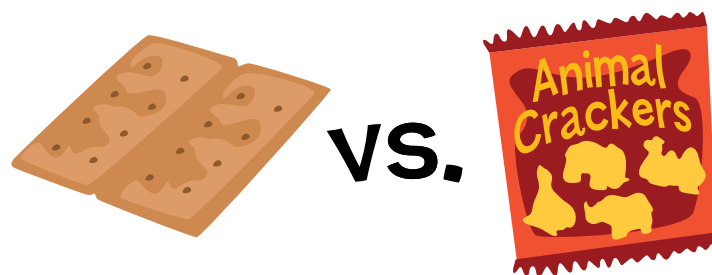
Explain to students that it takes about 12 tries to know if you like a food, and therefore that is why we take "polite bites." Ask students to be kind to others when trying the new food and not to make faces or say unpleasant things. Remind students that during taste tests we "don't yuck my yum." This means it is not appropriate to say negative things about a food or drink when your classmate may think it is yummy. *When students have positive experiences trying new things, they are more likely to continue to try new foods in the future.*

Equipment:

- Paper towels
- Bathroom sized paper cups (for smoothie)
- Blender (for smoothie)

Directions:

1. The goal is to swap out high-sugar foods for low-sugar foods. Include one of the above listed sugar swap options during the taste test.
2. If served as part of your regular snack, make sure it is served DURING the N.E.A.T. lesson.
3. If making a smoothie sample, blend all ingredients together and serve in small, bathroom-sized paper cups.



UNIT 1

Lesson 7



RECIPE

Strawberry Banana Smoothie

Makes 10 taste test servings

Ingredients:

- 1/2 banana
- 1/2 cup low-fat plain Greek yogurt
- 1 cup frozen strawberries
- 1/4 cup skim or 1% milk

Directions:

- Combine all ingredients in a blender and blend until smooth. Serve immediately.



Taste Talk

(5-10 minutes)

- Today we are tasting a delicious sugar swap, which can help us decrease the amount of added sugar we eat so that we can keep our bodies in balance.
- Sugar swap foods are lower in added sugar or are sources of natural sugar that can be swapped out for foods high in added sugars.
- What are some sugar swaps we can make? Use **Sugar Surprise food cards as a visual for students.** Fruit instead of candy, low-fat, plain yogurt with fruit instead of ice cream, berries with whipped cream instead of fruit pie with ice cream, frozen grapes instead of ice pops, a fruit smoothie instead of a milkshake, graham crackers or vanilla wafers instead of regular cookies (ex: chocolate chip, Oreos, etc.), no sugar added applesauce instead of flavored or sugar added applesauce.
- Serve at least 1 of the taste test options above. Ask the students about how it tastes, texture, how it looks, how it feels: **Crunchy? Savory? Delicious? Plain? Tart? Tangy? Smooth? Mushy? Bumpy?**
- How did it sound when you took a bite? **Crispy? Crunchy?**
- What did it look like? **Light in color? Dark in color? Shiny? Small? Skinny? Round?**

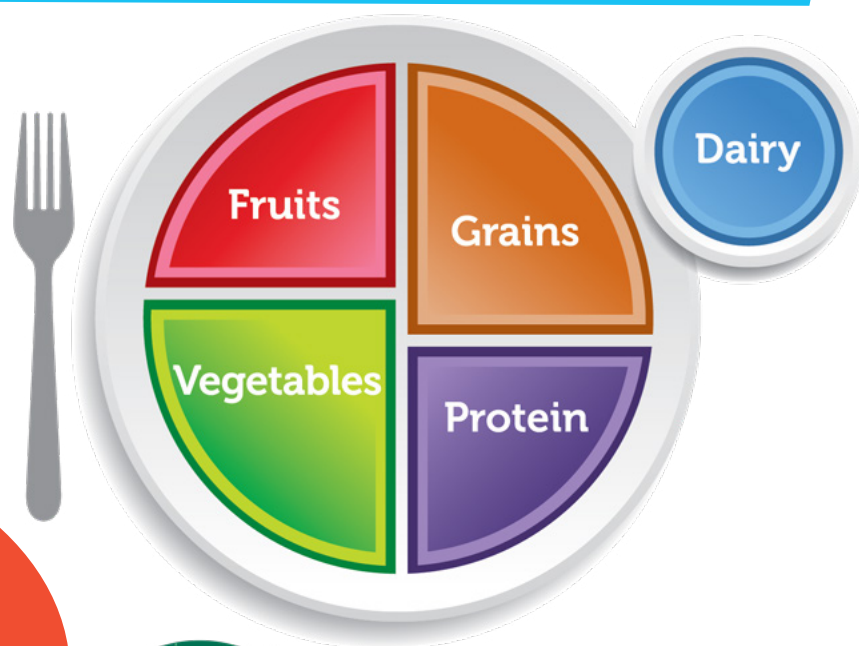
UNIT 1

Lesson 7



TAKE HOME MESSAGE

Today we continued to talk about the importance of watching the amount of sugar we consume in our diets. We learned about some sugar swaps that we can make every day to help decrease the amount we consume. We even got to try one of those sugar swaps during our taste test. We chose fruit in our smoothie which is a "Go" food instead of regular cookies or a milkshake. This had more natural sugar and less added sugar, making it a good choice!



WEEKLY Challenge

I challenge you to make at least 1 sugar swap this week and come back next week ready to share.



Have students repeat after you the Key Message:
Make sugar swaps to limit the amount of added sugar we get each day.

UNIT 1

Lesson 7



Game

Sugar Surprises

(5-10 minutes)

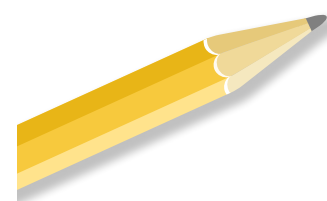


Game Equipment

1. Sugar Surprises food cards – copy and cut out one set per team of 8
2. Sugar Surprises answer list – print out for your information

Directions:

- Arrange food cards on the floor or table on one side of the room or gym and have 1 set available for each team of 8 children.
- Instruct the teams to line up on the opposite side of the room.
- Each player will take turns running to pick up a food card and return it to the team. As the food cards are returned, the players will arrange themselves from "low sugar" to "high sugar."



Note: If there are not enough children for teams of 8, have smaller teams arrange the foods in line on the floor and allow some children to go twice to collect a card.

- When a team is done, check the order. If it is correct, they win. If it is not correct, return all cards back to the starting point and have the team repeat play until they can organize the foods correctly.

- When all teams have correctly organized the foods (allow winning teams to give hints to other teams), review the answers and ask if there were any surprises in the order.

- Show them the answer cards that include the amount of sugar listed. Any more surprises?

Educator Notes

Always participate in games with students. This will encourage them to play and they will have more fun.

Cool Down/ Water Break

(2-3 minutes)



Take students through a few easy stretches. When stretches are completed, have students line up for a water break. The lesson is over. Tell the students good-bye and that you will see them next week!



Source: President and Fellows of Harvard College and YMCA of the USA. Food & Fun Afterschool - Unit 3: Sugar Sweetened Drinks, Be Sugar Smart! <http://www.foodandfun.org/resources/pdf/units/unit3.pdf>. Accessed March 22, 2017.

UNIT 1

Lesson 8

Lesson 8

Active Snacks

(30-45 minutes)

Educator Notes

1. For all lessons, have the **MyPlate** poster displayed for students.

2. Do not read from the lesson plan verbatim. This is a facilitated theme-guided discussion. You may spend more time on a topic based on students' answers to questions that indicate their level of understanding. Focus on the key message for each lesson and guide the discussion accordingly.

Game Equipment

1. 10-15 Cones
2. Snack food cards

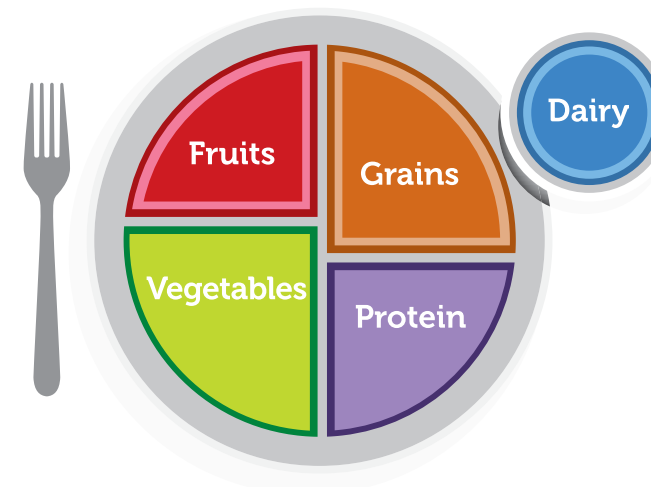
Lesson Activity

Colors for Snacks

Learning Objective

Students will be able to identify at least 4 "Go" snack foods and categorize them into the correct food group.

TN Health Standards: 5.1, 5.2



Lesson Materials

1. **MyPlate** poster
2. **Health Hip Hop** CD
3. CD player
4. Tennis ball (or use visual from Portion Detective Cards)
5. Golf ball card (or use visual from Portion Detective Cards)
6. Eat the Rainbow poster



"Go" snacks give us the best energy to be active and play hard.



UNIT 1

Lesson 8



Introduction

(1-2 minutes)

Welcome students back and tell them what's on the schedule for today's lesson (Power minutes, talk about "Go" snack options and then play a fun game).

Warm Up

Power Minutes OR **Game Refresher**
(5 minutes)

[Pick One!]

Choice 1: Power Minutes

**This warm up is designed to allow students to get their wiggles out. This can improve attention and reduce misbehavior during the lesson. However, if you find that students have a hard time calming down and are not engaged in the lesson, you can forego this activity. Use call and response to regain attention.*

1. Have students free dance to the **Health Hip Hop** CD OR...

2. Have students play their favorite tag game that requires all students to run and continuously be active OR...

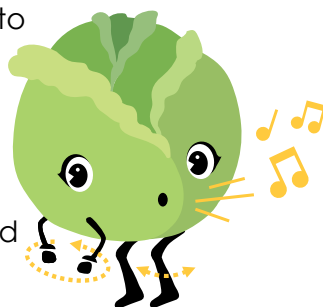
3. Do any other activity that will keep your kids moving for a continuous 5 minutes.

Choice 2: Game Refresher

Remember the game we played last week?
"Sugar Surprises"

Before we get started with this week's lesson, let's play a shortened version of last week's game.

See equipment list and instructions in Lesson 7.



Food for Thought

(10-15 minutes)

- **Who was able to complete the challenge from last week and make at least 1 sugar swap?**

What did you swap? Accept all answers but guide students to list low or no added foods or drinks.

- **Examples:** White (unflavored) milk or yogurt, fresh fruit, frozen fruit with no added sugar or syrups, fruit canned in 100% juice or water, dried fruit (ex: raisins, dried apricots, etc.).
- Focus on the positive parts of students' experience when discussing as a group.

- **Today we are going to talk about active snacks or snacks that can help fuel our physical activity! First, let's see how much you remember from what we've learned so far. How many servings of fruit we are supposed to eat each day?** We should eat 2 servings of fruit each day.

- **How do you know how much a serving is? What can you use to help you measure?** If available, use a tennis and a golf ball during this discussion as a visual aid. A serving of fruit is one small orange, apple, pear or plum. For dried fruit, a serving is ¼ of a cup. Dried fruit is smaller than the whole fruit because dried fruit has all the water taken out of it and is more concentrated with natural sugar than a whole, fresh piece of fruit. To help you visualize a serving of fresh fruit you can think of a tennis ball. A small apple is about the size of a tennis ball. To help you visualize ¼ cup of dried fruit you could think of the size of a golf ball.



UNIT 1

Lesson 8



- **Fruit can come in all different forms.** There is fresh, frozen, canned, dried and fruit juice. What form of fruit do you think keeps your body in balance the best? Fresh, frozen with no added sugar or syrups and canned in 100% juice or water keeps our bodies in balance best because we get all the vitamins, minerals and nutrients that give us long-lasting energy.

- **Is 100% fruit juice a "Go" or a "Slow" beverage?** "Slow." Even though 100% fruit juice is made from fruit, it has a lot of natural sugar in it. Explain to students the difference between eating a whole apple and drinking a glass of apple juice. How many apples do you think it takes to make a glass of apple juice? A whole lot more than one! This is why the natural sugar is so high in juices. We need to make sure not to drink too much of it or our bodies could get out of balance.

- **What about dried fruit?** "Go" food. But, most of the water has been removed from the fruit during the drying process and the natural sugars in the fruit are very concentrated. Because of this, we want to watch our portion sizes. A serving of dried fruit is ¼ of a cup compared to ½ cup for fresh, canned or frozen fruit. If children have a difficult time grasping

this concept, ask them to visualize a handful of 10 grapes, then imagine what 10 raisins would look like. It would look like a smaller amount of food; however, there would be the same amount of sugar!

- **Who remembers how many servings of vegetables we are supposed to eat each day?** We should eat at least 3 servings of vegetables each day. We want to try to eat the rainbow and eat different colored fruits and vegetables every day.

- **Why do you think eating different colored fruits and vegetables is important?** Different colors represent different vitamins and minerals in a fruit or vegetable. We should eat the rainbow and try to eat as many different colored fruits and veggies as we can each day. Display Eat the Rainbow poster.

- **Besides eating a rainbow of fruits and veggies, where else can we find vitamins and minerals?** Whole grains, low-fat or fat-free dairy and lean protein are great sources of vitamins and minerals.

- **Fruits, vegetables, whole grains, low-fat or fat-free dairy foods and lean protein all have lots of vitamins and minerals in them.**

Who knows why we need vitamins and minerals? Our bodies need vitamins and minerals to stay alive. They're needed for strong bones, nails, hair and skin. We also need them when we get sick to help our bodies heal and feel better. Vitamins and minerals work together in our bodies like players on a team. If one or two team members are missing, our bodies don't work as well as they could if all players are there working together.



UNIT 1

Lesson 8



- **Is there a way to tell which fruits and vegetables will have a lot of vitamins and minerals in them?**

How can you tell? Yes. The darker the color of a fruit or vegetable, the more vitamins and minerals it contains. *For example, compare spinach to iceberg lettuce. Tell students iceberg is the type of lettuce you might see on a hamburger if they don't know what iceberg lettuce looks like. Spinach is packed with more vitamins and minerals because of its darker color.*

- **Who can raise their hand and tell me what your favorite snack food is?** If a "Whoa" food is named, remind the student that "Whoa" foods are only eaten every once in a while; if they name a "Go" food, remind them "Go" foods are foods that can be eaten all the time and make a great snack.



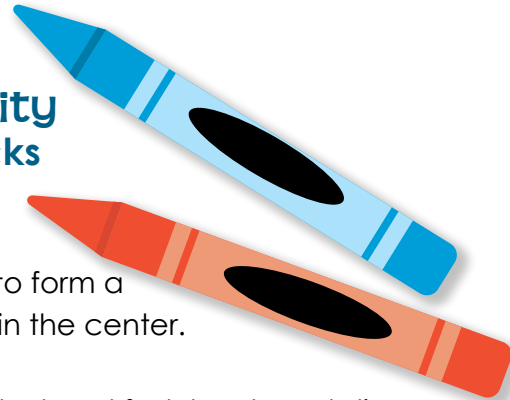
- **We want to choose "Go" foods as snacks because they help provide our body with energy and nutrients so we can play and grow stronger!**

Lesson Activity

Colors for Snacks

(5-10 minutes)

- Ask the students to form a large circle. Stand in the center.
- Tell students just like breakfast, lunch and dinner, there are many healthy snack foods. Ask them for a few examples. Examples: fresh fruits, fresh vegetables, low-fat/fat-free yogurt, cheese, cottage cheese, low-fat/fat-free frozen yogurt.
- Remind them it is important to eat different kinds of foods every day. Remind them a rainbow needs every color to be a rainbow! Emphasize how bodies are similar – they need a variety of foods to stay healthy and strong. Tell the class to "eat the rainbow!"
- Tell them they are going to play "Colors for Snacks."
- Explain that you will call out a color and everyone wearing that color should jog to the center of the circle.
- The students in the center should work together to name as many healthy snack foods the same color as the one they are wearing as possible. You can help them brainstorm if they need more direction.
- The students on the outside of the circle should jump up and down five times every time they hear a food they have eaten before.
- If time permits, review some of the healthy snack foods mentioned.



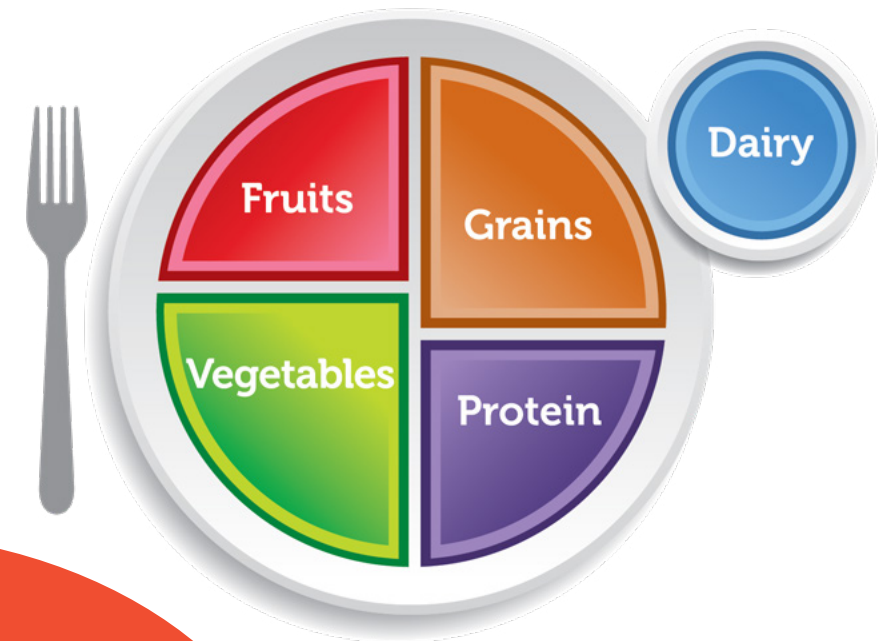
UNIT 1

Lesson 8



TAKE HOME MESSAGE

Today we discussed the importance of choosing healthy, "Go" snacks. We learned about choosing colorful fruits and veggies as a part of our snack. We also talked about how to compare the size of our snack to objects like a tennis ball or golf ball.



WEEKLY Challenge

Next week we are going to continue to talk about "Go" snacks that help keep us active. I challenge you to try to eat as many fruits and veggies with different colors that you can find at school or at home. I will check back with you next week to see how many different colors of the rainbow you were able to eat.



Have students repeat after you the Key Message:
"Go" snacks give us the best energy to be active and play hard.

UNIT 1

Lesson 8



UNIT 1

Lesson 8



Game

Growers and Gobblers

(5-10 minutes)



Game Equipment

1. 10-15 Cones
2. Snack food cards
3. **Health Hip Hop** CD
4. CD player

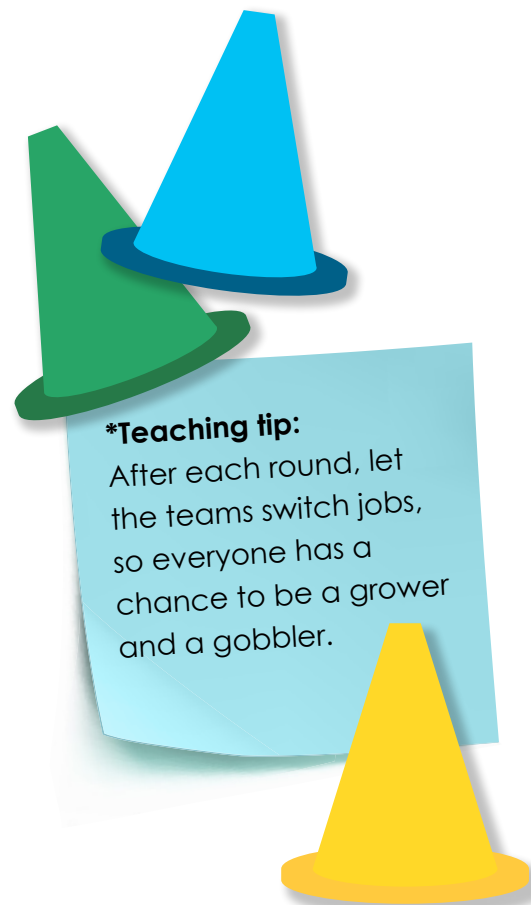
Set Up:

- Scatter cones throughout the physical activity area. The educator should hold onto the stack of snack food cards throughout the game.

Directions:

- Assign half of the students to be growers and assign the other half of the students to be gobblers.
- The growers will be assigned to flip the cones right side up. The gobblers will be assigned to flip the cones to be upside down or knock them over.
- Explain that they are not throwing the cones or kicking them, they have to do their assigned job (either flipping the cones right side up or upside down) with their hands.
- Make sure the cones are scattered around the gym with a combination of right side up and upside down cones.
- Tell them you are going to play music while they do their assigned jobs as growers or gobblers.
- Once the music stops, everyone freezes in place and does not touch the cones.

- The instructor will count how many cones are turned right side up and how many cones are flipped/knocked down.
- The team with the most amount of cones positioned in their assigned way is the winner IF they can correctly state whether or not the snack on the card is a "Go" snack option.
 - **Example:** If there are more cones flipped right side up, the growers receive a snack card and state if it is a "Go" snack option or not. If there are more cones flipped/knocked down, the gobblers will receive a snack card to categorize.



Educator Notes

Always participate in games with students. This will encourage them to play and they will have more fun.



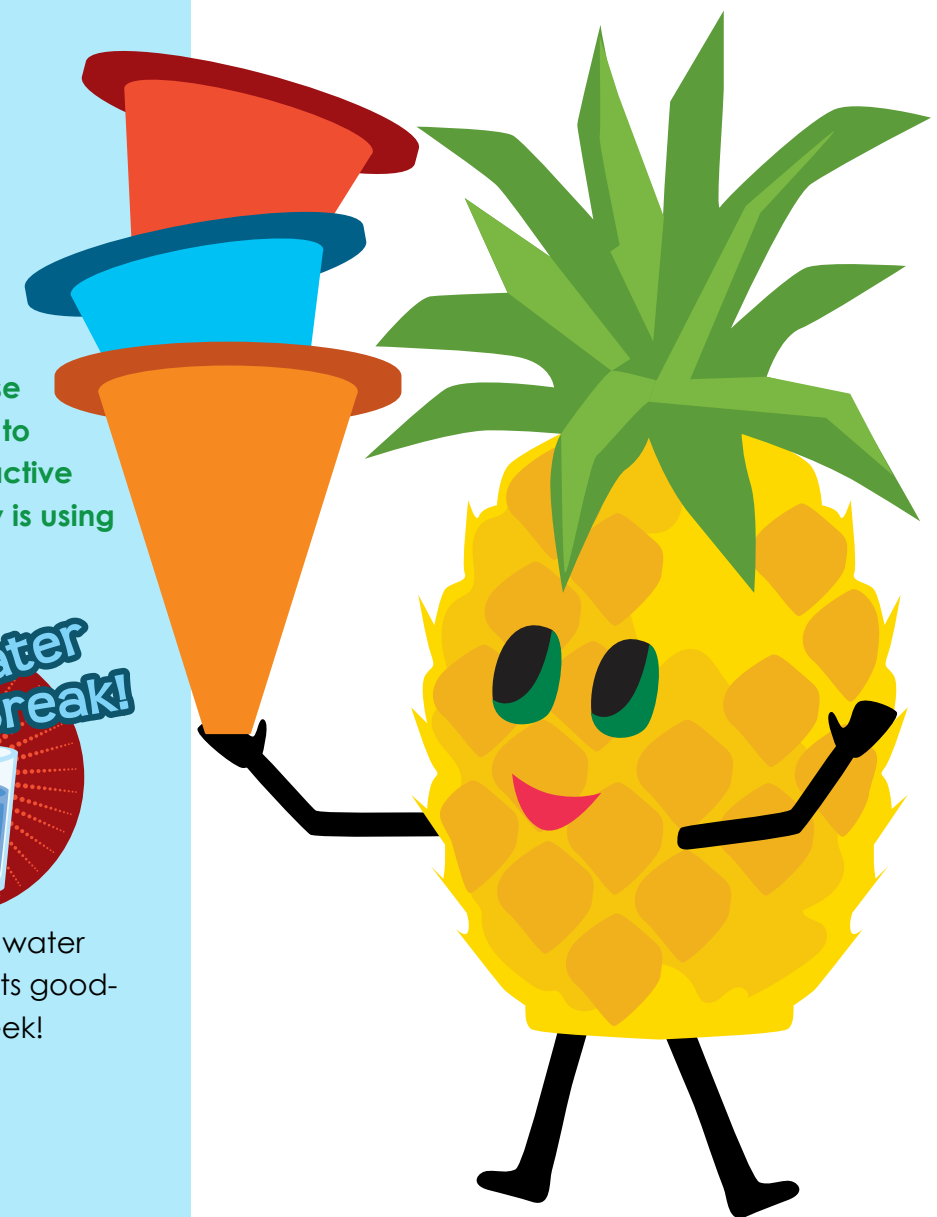
Nutrition Connection:

Remind students that we need to choose "Go" snacks to give our bodies energy to play and grow stronger! When we are active and running during the game, our body is using energy from "Go" foods.

Cool Down/ Water Break

(2-3 minutes)

Take students through a few easy stretches. When stretches are completed, have students line up for a water break. The lesson is over. Tell the students good-bye and that you will see them next week!



UNIT 1

Lesson 9

Lesson 9

MyPlate Snacks

(30-45 minutes)

Educator Notes

1. For all lessons, have the **MyPlate** poster displayed for students.
2. Do not read from the lesson plan verbatim. This is a facilitated theme-guided discussion. You may spend more time on a topic based on students' answers to questions that indicate their level of understanding. Focus on the key message for each lesson and guide the discussion accordingly.

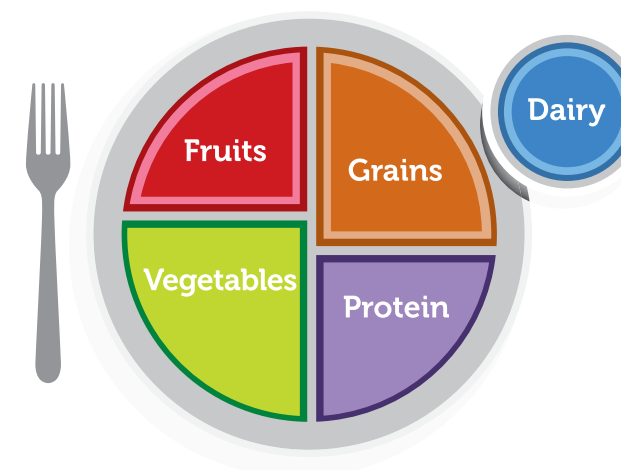
Lesson Activity

"Go" Food Hide and Seek

Learning Objective

Students will be to describe how snacks can be used to ensure that they get foods from all 5 food groups every day.

TN Health Standards: 5.1, 5.2



Lesson Materials

1. **MyPlate** poster
2. **Health Hip Hop** CD
3. CD player
4. "Go," "Slow," "Whoa" OR **MyPlate** Food Cards

Game Equipment

1. 4 N.E.A.T. balloons
2. 3 cones
3. Marble or button (optional)



UNIT 1

Lesson 9



Introduction

(1-2 minutes)

Welcome students back and tell them what's on the schedule for today's lesson (Power minutes, talk about "Go" foods to swap for sugary "Whoa" foods then play a fun game).

Warm Up

Power Minutes OR Game Refresher

(5 minutes)

[Pick One!]

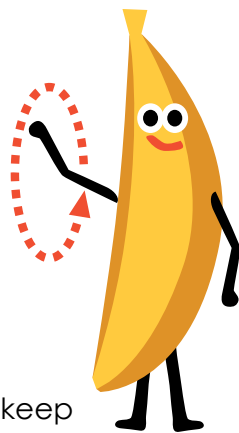
Choice 1: Power Minutes

*This warm up is designed to allow students to get their wiggles out. This can improve attention and reduce misbehavior during the lesson. However, if you find that students have a hard time calming down and are not engaged in the lesson, you can forego this activity. Use call and response to regain attention.

1. Have students free dance to the **Health Hip Hop** CD OR...

2. Have students play their favorite tag game that requires all students to run and continuously be active OR...

3. Do any other activity that will keep your kids moving for a continuous 5 minutes.



Choice 2: Game Refresher

Remember the game we played last week? **"Growers and Gobblers"**

Before we get started with this week's lesson, let's play a shortened version of last week's game.

See equipment list and instructions in Lesson 8.

Food for Thought

(10-15 minutes)



• **Who was able to complete last week's challenge and eat a variety of different colored fruits and veggies? What did you eat?** Allow several students to answer. Have students raise their hand and tell you the name of the fruit or vegetable that they ate and the color. Focus on the positive parts of students' experience when discussing as a group.

• **Today we're going to continue talking about active snacks.** Snacks are tiny meals. Our portions should be much smaller for a snack than for a meal. Snacks are a great way to make sure we eat foods from all 5 food groups every day.

• **Raise your hand if you ate breakfast this morning.** Select one of the students raising their hand to share with the group what they had for breakfast.

• **As a group, identify the food groups in students' breakfast.** More than likely, 1 or 2 food groups will be missing from the students' breakfast. If possible, as students describe their breakfast, write the foods down under the appropriate food group category on an easel pad.

• **As a group, identify the missing food groups from each breakfast described.**

Ask students to brainstorm "Go" foods from the missing food groups that they could eat as part of their snack. Write down ideas for "Go" foods from missing groups on a different sheet of paper if possible. Post both papers for students to reference throughout the lesson.

UNIT 1

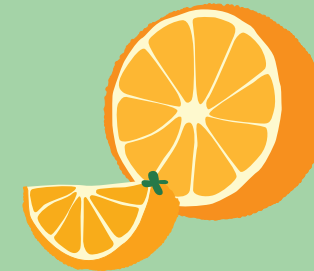
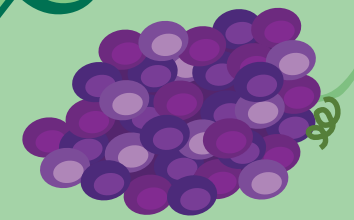
Lesson 9



Examples of "Go" Snack Food Options by Food Group

a. Fruit:

- Apples
- Grapes
- Unsweetened applesauce
- Peaches canned in 100% juice or water
- Frozen fruit with no added sugar or syrups
- Banana
- Orange
- Watermelon
- Kiwi
- Pear
- Baked apple slices with cinnamon



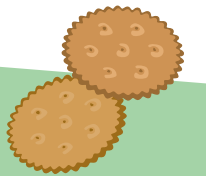
b. Veggies:

- Celery sticks
- Carrots sticks
- Bell pepper slices
- Cucumber slices
- Baked potato
- Salsa
- Baked zucchini sticks



c. Whole Grains:

- Whole wheat toast
- Plain popcorn
- Low-fat granola bar



d. Dairy:

- Low-fat string cheese
- Low-fat, plain yogurt
- Fat-free, low-fat white milk
- Fat-free, low-fat cottage cheese



e. Protein:

- Low-fat bean dip
- Low-sugar peanut or almond butter
- Low-sodium, lean turkey, ham, chicken deli meat
- Edamame lightly salted
- Hard-boiled egg



Have students pick "Go" snacks from the missing food groups to pair together to make a delicious "Go" snack. Have several students come up with "Go" snacks that include at least 2 different food groups. Students can refer back to the posted papers.

Remind students that it can be hard to create meals that have all 5 food groups in them. Snacks are a great way to make up these missing food groups.

UNIT 1

Lesson 9



Lesson Activity

"Go" Food Hide and Seek

(5-10 minutes)

Materials:

1. **MyPlate** food cards or "Go," "Slow," "Whoa" food cards

Directions:

- Before the kids get into the area in which you will be teaching the lesson, take the **MyPlate** food cards and hide them throughout the room. Remember there will be some younger kids, so do not make it too challenging. Also, make sure cards are within reach of the children. Avoid children climbing on chairs and getting hurt!

- Once you have completed the lesson for that day, explain to the kids that you have hidden some "Go" snacks (**MyPlate** food cards) throughout the room.

- Give the children about 5 minutes to search the room and find the "Go" cards that you have hidden.

- With larger groups, it may be better to choose kids that were engaged in the lesson and let them one at a time search for the "Go" snack. However, it would be best to have everyone involved.

- When a card is found, have that student or group identify another "Go" food that the item could be paired with to create a healthy "Go" snack!



Alternative for Older Groups:

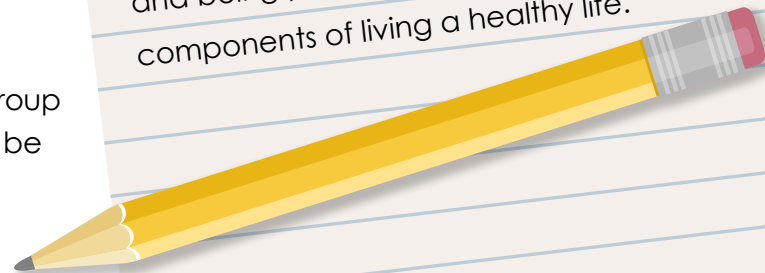
- Hide "Go", "Slow" and "Whoa" snacks/foods (Go, Slow, Whoa food cards) and split the kids into 3 groups. Have each group searching for either "Go," "Slow" or "Whoa" snacks/foods.

GO Slow Whoa

Educator Notes

Always participate in games with students. This will encourage them to play and they will have more fun.

***Teaching tip:** If kids seem uninterested, add some physical activity into the mix. After each card is found and a "Go" snack combination is identified, as a group complete one set of exercises. Example: 10 jumping jacks, 10 squats, 10 arm circles, a few stretches or jog in place for 30 seconds. Explain that choosing "Go" snacks and being physically active are both important components of living a healthy life.



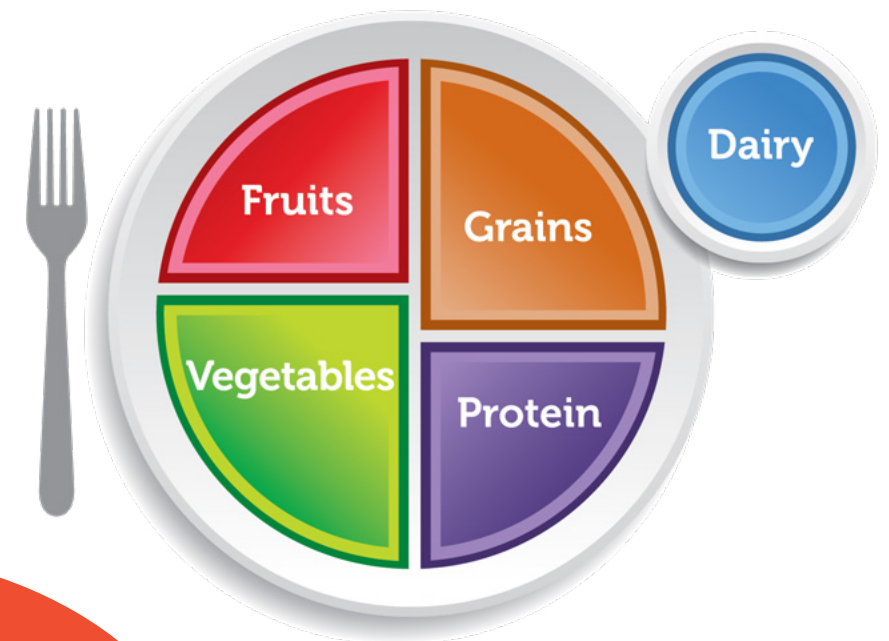
UNIT 1

Lesson 9



TAKE HOME MESSAGE

Today we discussed "Go" snack food options. We talked about how we can make sure we eat all 5 food groups throughout the day by including food groups during snacks that we didn't have at our meal. We came up with new ideas for healthy snacks from each group!



WEEKLY Challenge

I challenge you to eat foods from all 5 food groups at least one day this week. If you are missing 1 or 2 food groups at breakfast, try to include foods from those missing groups at your next snack or meal.



Have students repeat after you the Key Message: **Eat "Go" snacks to make sure we eat foods from all 5 food groups every day.**

UNIT 1

Lesson 9



UNIT 1

Lesson 9



Game

Balloon Volleyball

(5-10 minutes)



Game Equipment

1. 4 N.E.A.T. Balloons
2. 3 cones
3. Marble or button (optional)

Preparation:

- You will need at least 1 inflated N.E.A.T. balloon (have several on hand as backups) and 3 cones to designate the net line.

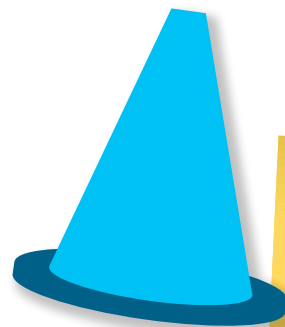
Directions:

- Set out the cones to mark the net line that students on each team cannot cross.
- Divide students into 2 teams.
- Students should try to bat the balloon back and forth across the cones. Each team can bat the balloon as many times as necessary to get it to the other side of the cone line.
- Set up a rotation system so all players have a chance to be in a position near the cone line.
- The team that lets the balloon hit the ground or wall (if more than one balloon is in play, any balloon that hits the ground or wall would count) has to answer a food riddle before play can start again.
- After each riddle has been solved, ask players to identify to which food group the answer to the riddle belongs. Also, have students identify

whether it is a "Go", "Slow", or "Whoa" food. For a combination food like tacos, have students tease out each component of a taco and categorize it into the correct food group and "Go", "Slow", "Whoa" category.

GO Slow Whoa

- Play as long as time allows.



*Teaching tip:

Two or more balloons in play at a time provide good action. You can also put a marble or button inside each balloon before inflating. This causes the balloon to take an erratic path, which adds interest to the game.



Sample Food Riddles:

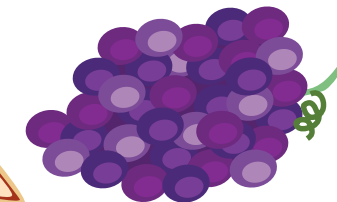
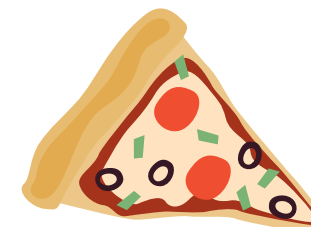
- It's very red and also glossy, but it's not bossy. What am I? – **Apple**



- It's very sour and yellow, it's a fruit and it's not mellow. What am I? – **Lemon**

- Cut into slices, it's made of wheat, baked in a loaf and it's good to eat. What am I? – **Bread**

- It's part Italian, it has tomato sauce, it has Mozzarella cheese, the first step is to toss. What am I? – **Pizza**



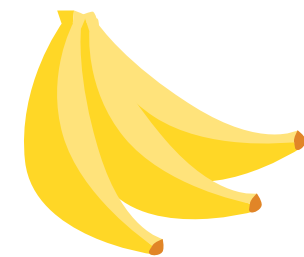
- It's a type of fruit, it's red, purple or green, it's little and round, it can be as small as a bean. What am I? – **Grape**

- It's very sloppy, with vegetables and meat, it comes from Mexico, you can't eat it N.E.A.T.! What am I? – **Tacos**

- I give you calcium for your bones and your teeth. I'm white and smooth and delicious to drink. What am I? – **Milk**

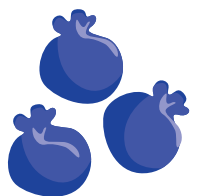


- I'm long and yellow and I grow in bunches on a tree. I'm soft inside. You don't eat my outside. I taste sweet and yummy. What am I? – **Banana**



- I'm green. I look like a tree. What am I? – **Broccoli**

- I'm orange, but my top is green. I'm a vegetable. What am I? – **Carrot**



- I'm a blue, round, small fruit. What am I? – **Blueberry**



- I'm round and orange and you can pick me from a patch. You can use me to make a pie at Thanksgiving or a jack-o-lantern at Halloween. What am I? – **Pumpkin**

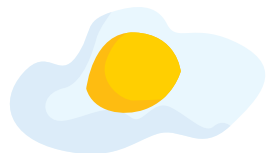
Source: Region of Peel. Healthy Eating Lesson Plans & Take Home Activities. <https://www.peelregion.ca/health/baew/lesson-plans/healthy-eating/lpth/primary/lplans/riddle.htm>. Accessed March 23, 2017.

UNIT 1

Lesson 9



- I'm brown, taste nutty and can be smooth or creamy. What am I? – **Peanut butter**
- I'm a sweet fruit that grows in bunches on vines. I start with the letter G. What am I? – **Grapes**
- I'm green and leafy: a salad's star attraction. What am I? – **Lettuce**
- I'm a yellow vegetable that grows on a cob. I start with the letter C. What am I? – **Corn**
- I'm crisp and green. I crunch when you eat me. I taste great with dip. What am I? – **Celery**
- I'm brown on the outside and white on the inside. I grow underground and start with the letter P. What am I? – **Potato**



- I'm white or brown and oval in shape. I come from chickens and you can eat me for breakfast. What am I? – **Egg**
- I'm a firm food made from milk. I can be white, orange or yellow. I'm often eaten with macaroni or crackers. What am I? – **Cheese**

Educator Notes

Always participate in games with students. This will encourage them to play and they will have more fun.

Cool Down/ Water Break

(2-3 minutes)

Take students through a few easy stretches. When stretches are completed, have students line up for a water break. The lesson is over. Tell the students good-bye and that you will see them next week!



UNIT 1

Lesson 10



Lesson 10

Movin' and Groovin' with Whole Grains

(30-45 minutes)

Taste Test #3 - Get Going with Whole Grains

Educator Notes

1. For all lessons, have the **MyPlate** poster displayed for students.
2. Do not read from the lesson plan verbatim. This is a facilitated theme-guided discussion. You may spend more time on a topic based on students' answers to questions that indicate their level of understanding. Focus on the key message for each lesson and guide the discussion accordingly.

Lesson Materials

1. **MyPlate** poster
2. **Health Hip Hop** CD
3. CD player
4. "Get Going with Whole Grains" taste test ingredients
5. Small paper plates
6. Spoon for dip

Game Equipment

1. 4 Corners cards



Lesson Activity

Taste Test #3 - Get Going with Whole Grains

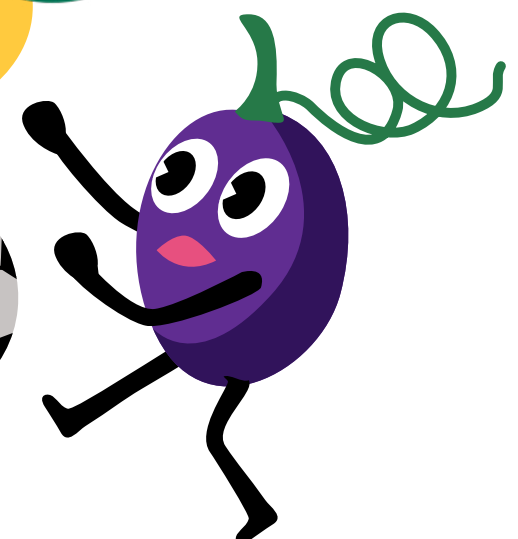
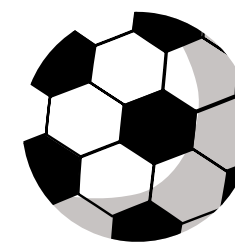
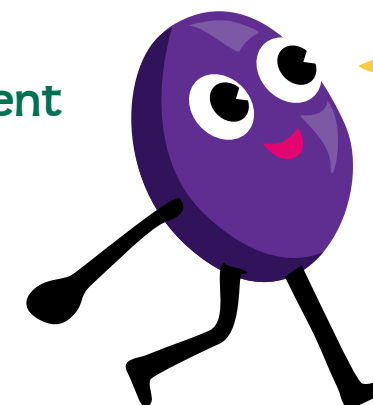
Learning Objective

Students will be able to correctly describe what it means to be physically active and why they need to limit screen time. Students will be able to describe how whole grains help give us energy to be active.

TN Health Standards: 5.1, 5.2



Play
60 minutes
a day!



UNIT 1

Lesson 10



Introduction

(1-2 minutes)

Welcome students back and tell them what's on the schedule for today's lesson (Power minutes, talk about physical activity and then play a fun game).

Warm Up

Power Minutes OR **Game Refresher**

(5 minutes)

[Pick One!]

Choice 1: Power Minutes

**This warm up is designed to allow students to get their wiggles out. This can improve attention and reduce misbehavior during the lesson. However, if you find that students have a hard time calming down and are not engaged in the lesson, you can forego this activity. Use call and response to regain attention.*

1. Have students free dance to the **Health Hip Hop** CD OR...

2. Have students play their favorite tag game that requires all students to run and continuously be active OR...

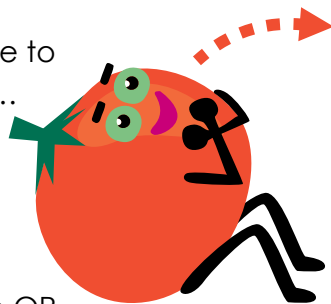
3. Do any other activity that will keep your kids moving for a continuous 5 minutes.

Choice 2: Game Refresher

Remember the game we played last week? **"Balloon Volleyball"**

Before we get started with this week's lesson, let's play a shortened version of last week's game.

See equipment list and instructions in Lesson 9.



Food for Thought

(10-15 minutes)

- **Who was able to complete last week's challenge and eat foods from all 5 food groups at least one day last week?**

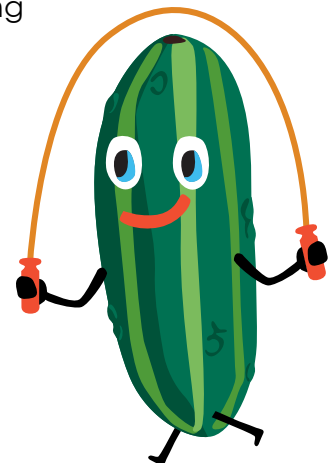
Allow a couple of students to share their breakfast and snack or meal choices that include foods from all 5 food groups. Focus on the positive parts of students' experience when discussing as a group.

- **Today we are going to talk about physical activity. Physical activity means moving our body around. Who can raise their hand and name an example of physical activity?** *Allow several students to share examples.*

- **How do we know if we're being physically active? What signs do our bodies give us?** Our heart beats fast, we breathe hard, our face might get red and hot and we might start sweating.

- **Why is it important to be physically active?** Because just like we need to practice reading to be really good at it, our muscles need to practice moving to get really strong and keep our bodies healthy.

- **Did you know that our heart is a big muscle that is responsible for pumping blood throughout our entire body?**



UNIT 1

Lesson 10



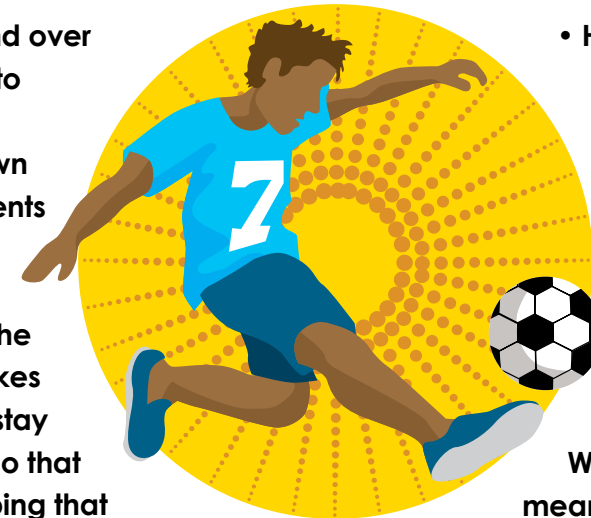
- **Ask students to put their hand over their heart. Then ask students to touch their head. Then, have students bend all the way down and touch their toes. Tell students that our hearts have to pump blood from the middle of our chest up to our head and all the way down to our toes. That takes a strong muscle! We need to stay active and move our bodies so that our hearts can practice pumping that blood and stay strong.**

- **Does anyone know how long we should be physically active each day?** Kids need 60 minutes or 1 hour of physical activity every day.

- **Does anyone know how often we should be physically active?** Every day we should play a game or move around until we are breathing hard, our hearts are beating fast and our faces are red and feel warm.

- **In order to have the best energy to be active, what types of foods do we want to eat?** "Go" foods!

- **Whole grains are a "Go" food and give us long-lasting energy to be active with our friends and learn in school.** Whole grains also have fiber in them. Fiber is great for our hearts, because it helps make sure our blood vessels and arteries are clear for blood to pump through. Whole grains make our hearts' job of pumping blood throughout our entire body easier. They help keep us active and healthy.



- **How much of our grains should be whole grains?** We want to make at least half of the grains we eat whole grains. Whole grains have more vitamins, minerals and fiber in them than refined grains such as white bread.

- **Now we're going to talk about when we are not being active. Who can tell me what screen time means?** Screen time means anything that you do in front of a screen like watching TV, playing on the computer or phone, playing video games, etc.

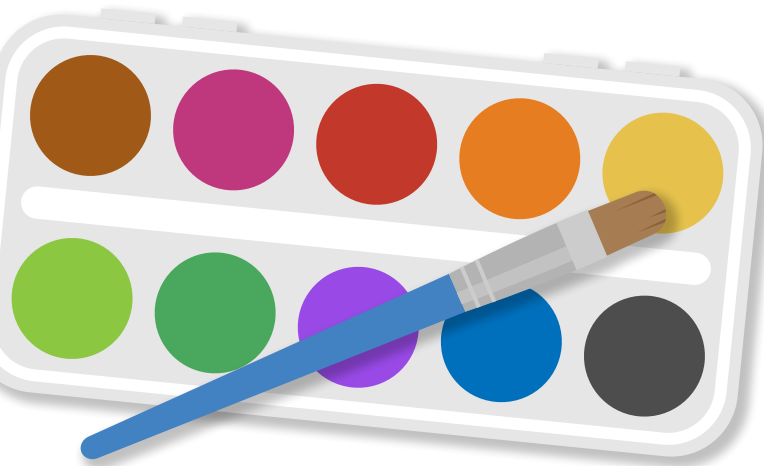
- **Who can tell me how many minutes are in an hour?** There are 60 minutes in an hour. We should try to limit how much screen time we get every day to less than 2 hours. Two hours is the same amount of time as 4 T.V. shows or 1 movie.

- **Why do you think we want to limit the amount of screen time we get each day?** When we are in front of a screen, more than likely we are not being physically active. Our hearts are not beating fast and are not getting stronger. We also might be eating while in front of a screen and can overeat since we are not paying attention to our body telling us that it is full.



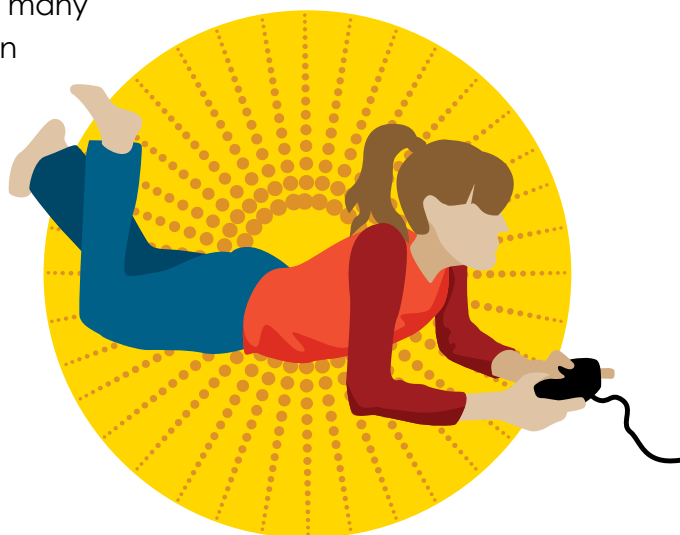
UNIT 1

Lesson 10



• **What can we do instead of sitting in front of a screen?** We can go outside and play (if the weather permits), do our homework, read, help our parents make dinner, finish our chores for the day or week, work on a puzzle, play a board game or card game, talk with our parents or siblings, write in a journal, go outside with our parents and try to catch fireflies (if the season allows), make up a song, write a short story or poem, paint or draw a picture, color, help a sibling with homework, feed the dog or cat, take the dog for a walk or go for a family walk. There are so many things to do instead of sitting in front of a screen. We want to keep our hearts, bodies and minds sharp by being active, eating healthy and limiting our screen time!

• **Tell students that now we are going to taste a delicious whole grain food to give us energy to be active.**



Hand Washing

(3-5 minutes)

Tell students that they have just a few minutes to get water and wash their hands, so they need to pay attention. When they are done, they are to come back into the taste test area and sit down quietly. We will not be able to start the taste test until everyone is sitting down quietly. *If necessary, use call and response to regain students' attention before beginning the taste test.*

While students are waiting, have them play a guessing game with you. **Example:** "I am thinking of a food that is..." Choose foods that tie into today's whole grains theme.



UNIT 1

Lesson 10



Lesson Activity

Taste Test #3 - Get Going with Whole Grains

(5-10 minutes)

Ingredients:

Choose **one** of the following food choices to serve:

- Stacy's Whole Wheat Bagel Chips with hummus
- Triscuit (reduced fat) with hummus or Frito Lay original bean dip
- Wheat Thins (reduced fat) with hummus or Frito Lay original bean dip
- Corn tortilla chips (baked) with salsa
- Food Should Taste Good – Multigrain tortilla chips with salsa (found in Kroger health food section)

Hummus, bean dip and salsa are optional; please do not purchase any other dip.



negative things about a food or drink when your classmate may think it is yummy. *When students have positive experiences trying new things, they are more likely to continue to try new foods in the future.*

Equipment:

- Small paper plates
- Spoon for dip
- Napkins

Directions:

- Give each child a sampling of the chosen whole grain snack with either the hummus or salsa.



Taste Talk

(5-10 minutes)

• **Today we are tasting a delicious whole grain food.** Remember whole grains give us energy to be active and have fiber that help our hearts do their job.

• **Ask the students about how it tastes, texture, how it looks, how it feels: Crunchy? Savory? Delicious? Plain? Tart? Tangy? Smooth? Mushy? Bumpy?**

• **How did it sound when you took a bite? Crispy? Crunchy?**

• **What did it look like? Light in color? Dark in color? Shiny? Small? Skinny? Round?**

Note: This is only a taste test, not a snack. Please use smaller portion sizes.

Explain to students that it takes about 12 tries to know if you like a food, and therefore that is why we take "polite bites." Ask students to be kind to others when trying the new food and not to make faces or say unpleasant things. Remind students that during taste tests we **"don't yuck my yum."** This means it is not appropriate to say

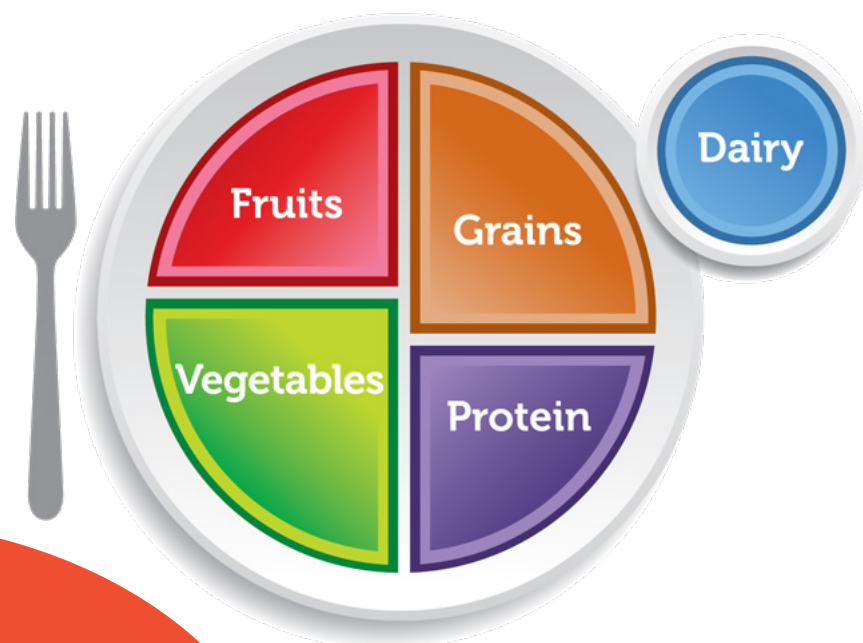
UNIT 1

Lesson 10



TAKE HOME MESSAGE

Today we talked about how important it is to be physically active every day. We also defined screen time and came up with ideas for things to do instead of sitting in front of a screen. Lastly, we learned that whole grains are a "Go" food that help fuel our bodies to be active. We even got to taste test a whole grain snack!



Since we want to limit the amount of screen time we get to 2 hours or less, I challenge you to keep track of how much time you're spending in front of a screen. If it's more than 2 hours, try to turn off the T.V. or computer and do something physically activity instead. Next week, I'll check in with you to see how you did with reducing screen time!



Have students repeat after you the Key Message:
Play 60 minutes a day!

UNIT 1

Lesson 10



Game

4 Corners

(5-10 minutes)



Game Equipment

1. 4 Corners cards

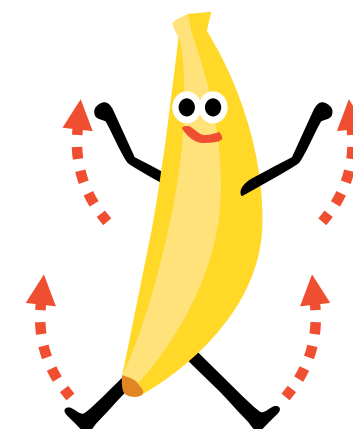
Preparation:

- Each corner of the playing area represents one exercise (wall sits, push-ups, arm circles, sit ups, etc.).
 - Place a 4 Corners Card at each corner.
 - Make sure students know which corner is which.
- Example:** Corner #1 is jumping jacks (refer to the diagram below).



Directions:

- One student is "It." Have this student stand in the center of the playing area with his/her eyes closed.
- On your cue, everyone else walks quietly to any of the 4 corners and begins performing the exercise designated for that area.
- Once everyone is in a corner and performing the correct exercise for that corner, tell the student who is "It" to choose a corner (his/her eyes should still be closed) by calling out a number 1 through 4. Whichever corner he/she chooses, all of the students in that corner are "out." The students who are "out" go to the side of the activity area and perform their favorite exercise while they wait for the game to begin again.
- "It" closes his/her eyes again. The remaining students disperse to different corners and perform the exercises in their corner.
- Once the remaining students are in corners and exercising, "It" chooses another corner to get "out."
- This continues until there is one student remaining. He/she is the winner and can be the next "It."



UNIT 1

Lesson 10



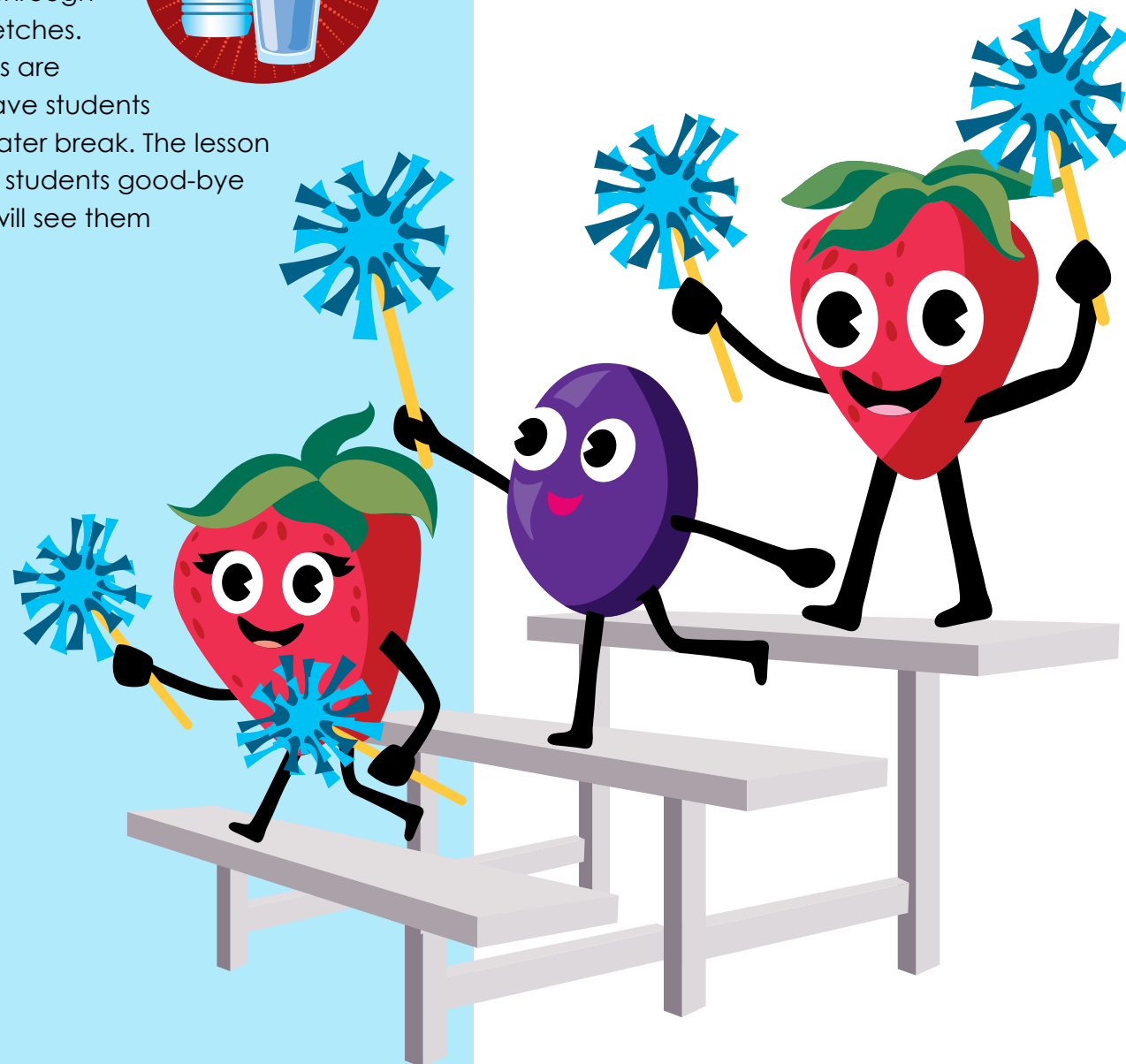
Educator Notes

Always participate in games with students. This will encourage them to play and they will have more fun.

Cool Down/ Water Break

(2-3 minutes)

Take students through a few easy stretches. When stretches are completed, have students line up for a water break. The lesson is over. Tell the students good-bye and that you will see them next week!



UNIT 1

Lesson 11



Lesson 11

N.E.A.T. Review

(30-45 minutes)

Educator Notes

1. For all lessons, have the **MyPlate** poster displayed for students.
2. Do not read from the "Introduction or Food for Thought" sections verbatim. This is a facilitated theme-guided discussion. You may spend more time on a topic based on students' answers to questions that indicate their level of understanding. Focus on the key message for each lesson and guide the discussion accordingly.

Lesson Materials

1. **MyPlate** poster
2. **Health Hip Hop** CD
3. CD player
4. Unit 1 N.E.A.T. Review Cards

Game Equipment

None

Learning Objective

Students will be able to correctly answer Unit 1 review questions.

TN Health Standards:

5.1, 5.2



Eat "Go" foods and be active for a happy, healthy life.



Introduction

(1-2 minutes)

Welcome students back and tell them what's on the schedule for today's lesson (Power minutes, review physical activity/screen time and then play a fun game).

Warm Up

Power Minutes OR **Game Refresher**

(5 minutes)

[Pick One!]

Choice 1: Power Minutes

*This warm up is designed to allow students to get their wiggles out. This can improve attention and reduce misbehavior during the lesson. However, if you find that students have a hard time calming down and are not engaged in the lesson, you can forego this activity. Use call and response to regain attention.

1. Have students free dance to the **Health Hip Hop** CD OR...
2. Have students play their favorite tag game that requires all students to run and continuously be active OR...
3. Do any other activity that will keep your kids moving for a continuous 5 minutes.

UNIT 1

Lesson 11



Choice 2: Game Refresher

Remember the game we played last week?

"4 Corners"

Before we get started with this week's lesson, let's play a shortened version of last week's game.

See equipment list and instructions in Lesson 10.

Food for Thought

(5-10 minutes)

- **Who was able to complete last week's challenge and track how much screen time you had? Who was able to turn the T.V. or computer off after 2 hours and do something physically active?** Have several students share their experiences. Focus on the positive parts of students' experience when discussing as a group.
- **Who can raise their hand and tell me one thing that we talked about last time?** We discussed what it means to be physically active, how long and how frequently we should be physically active and what to drink to keep us hydrated. Physical activity is important because it helps keep our hearts and other muscles strong. It keeps our lungs healthy and makes our bodies just feel better! It also helps us to do better in school. Screen time is time spent using a device with a screen, such as watching TV, playing sedentary video games, playing games on a phone, playing on the computer, playing with an iPad, etc.



Lesson Activity

N.E.A.T. Review Game

(10-15 minutes)



Today we're going to spend most of the lesson playing the N.E.A.T. Review Game! I'm going to divide everyone into 2 teams.

- Explain to students that each team will be asked a question about what we've discussed this semester during N.E.A.T.
- Educators, pick one team at a time to answer a Unit 1 Review Card question.
- The educator will read the review question to one team.
- Encourage students to work as a team to come up with their answer and pick one team member to say the team's answer out loud.
- If the answering team gets the question wrong, the other team has a chance to steal the point.
- If the answering team gets the question right, they receive 1 point.
- ***Teaching tip:** Keep track of points on a piece of paper.
- If neither team gets the right answer, the N.E.A.T. Educator will tell everyone the answer. Neither team will receive a point. The game continues.
- If a team is able to steal a point, they get to go again for their regularly scheduled turn.

UNIT 1

Lesson 11



Game Rules:

- The team not answering the question must be quiet and not call out an answer until it's their turn. If they do, they will forfeit a point.
- The first team to get to 10 points wins.

***Teaching tip:** You can adjust the number of points needed to win to accommodate your site size, level of engagement of the students or any other applicable factors.

- Allow each team member from the winning team to pick one prize from the N.E.A.T. Prize Bag!

After the game is over:

- What did you all think about today's activity?
- Did you learn anything new or was it just a review?
- Next week is our last week of N.E.A.T.! We will be doing the post-surveys and playing a fun game for our last lesson together.

If time allows, play one of your kids' favorite games. This doesn't have to be a N.E.A.T. game; it can be any game that the majority of your students want to play.



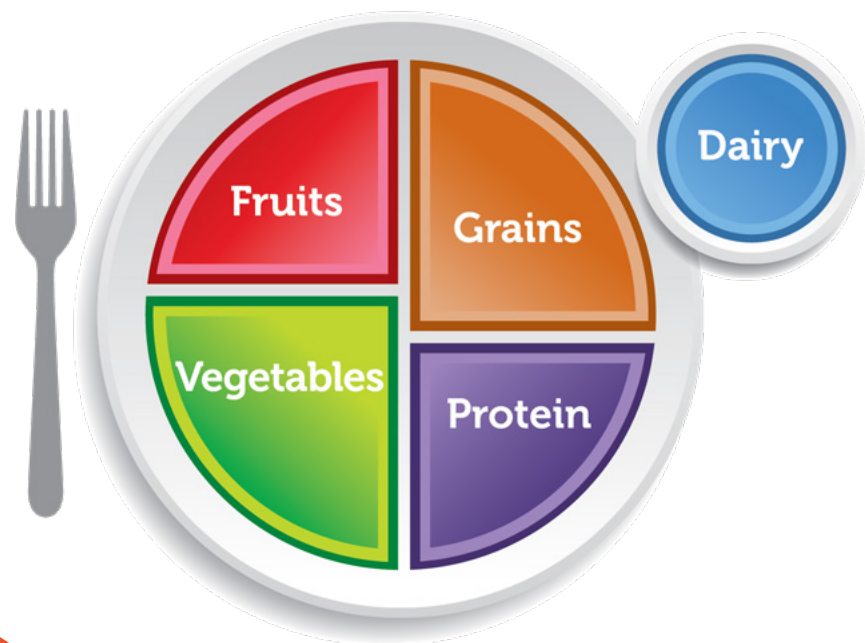
UNIT 1

Lesson 11



TAKE HOME MESSAGE

Today we reviewed how eating “Go” foods from all five food groups and being physically active every day helps keep our bodies healthy and in balance.



WEEKLY challenge

I challenge you to think about one new thing you've learned this semester during the N.E.A.T. lessons. Come next week ready to share what you've learned.



Have students repeat after you the Key Message:
Eat “Go” foods and be active for a happy, healthy life.

UNIT 1

Lesson 11



Game

Water Run

(5-10 minutes)

Game Equipment

None



Directions:

- Have students line up on one side of the activity area.
- Choose 1 or 2 students to be the taggers who stand across from the students in the middle of the activity area.
- The N.E.A.T. Educator stands off to the side of the playing area. When the N.E.A.T. Educator calls out a “Go” drink, students will take 3 steps forward, when a “Whoa” drink is called, they take 1 step back. When you say “WATER!” all students try to run to the opposite side of the activity area while the taggers try to tag them before they can get to the other side.
- Anyone who gets tagged becomes a tagger and tries to tag people during the next “WATER!” run.
- After all students have been tagged, start the game over.
- Play as time allows.



“Go” Drinks

- Water
- Fat-free white milk
- 1% white milk
- Unsweetened iced teas
- Sparkling water



“Whoa” Drinks

- Flavored milk
- Regular soda
- Sweet tea and lemonade
- Fruit drinks with less than 100% juice



Educator Notes

Always participate in games with students. This will encourage them to play and they will have more fun.

Cool Down/ Water Break

(2-3 minutes)

Take students through a few easy stretches. When stretches are completed, have students line up for a water break. The lesson is over. Tell the students good-bye and that you will see them next week!



UNIT 1

Lesson 12



Lesson 12

Post-Surveys and 4 Corners

(30-45 minutes)

Lesson Materials

1. K-2 and 3-5 N.E.A.T. Post-surveys (one for each student)
2. Pens or pencils

Game Equipment

1. 4 Corners cards

If space allows, write the date on a large piece of paper or on a white board. Provide as much support as necessary to students during the survey process.

b. If possible, write the dates and students names of younger students on the survey ahead of time. This may be especially helpful for managing time during lesson 1.



2. You can administer the post-survey one grade group at a time or simultaneously in 2 separate locations if you have available space.

3. Use the following survey scripts to administer the surveys to each grade group. There is a script for K-2nd and a separate script for 3rd-5th.

Instructions for N.E.A.T. Educators and Site Staff

1. Organize students into 2 groups based on their grade. Students in grades K-2nd should be grouped together and students in grades 3rd-5th should be grouped together.

a. Please note: It may be helpful to break into even smaller groups with the younger students. This will allow you to provide additional assistance with writing first names, last names and the date.

Note to Site Staff:

Please allow trained N.E.A.T. educators to administer surveys. Your role is to help educators administer the surveys by organizing students into appropriate age groups, provide writing utensils and answer any questions. Please DO NOT administer surveys before your educators arrive.

UNIT 1

Lesson 12



4. Educators, please read the survey scripts verbatim. Ask students to raise their hands if they have any questions and a staff member or an educator will come around to help them.

a. Younger students or struggling readers may need extra support reading the answer options and knowing how to indicate their choice. Please pay close attention and provide assistance to those students who need additional help.

5. Make sure that there are at least 3 adults (site staff and/or N.E.A.T. educator) in the room at all times during survey administration.

6. Go around and make sure that students are following the directions for each question. Do NOT give students the correct answer or sway them in any way towards an answer.



7. Make sure students are not copying each other's answers. Remind students that this is not a test so there is no need to copy their neighbor. Instruct them to make their best guess if they do not know the answer to a question.

8. Collect all surveys and make sure the hard copies are returned to the health department by the end of the week following survey administration.



UNIT 1

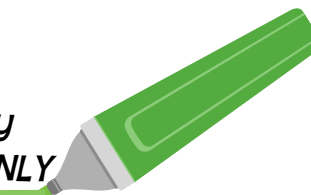
Lesson 12



N.E.A.T. Pre-Survey Script

Grades K-2

Survey to be administered by N.E.A.T. Educator ONLY



First, ask students who was able to complete last week's challenge and can say one thing they learned this semester during the N.E.A.T. Program. Allow several students to share.



Today you will answer a survey that asks questions about the food you eat and your activity. I will read a question, and you will mark your answer on the paper. This is not a test, so please answer each question honestly. If you have any questions, please silently raise your hand, and an adult will come around to help you.



Pass out N.E.A.T. Survey for Grades K-2.



Please write your first name on the survey on the first line next to the words "First Name."



Please write your last name on the survey on the second line next to the words "Last Name."

Question 1 asks you how old you are. Please write your age in years on the line. (Wait for students to write name. Remember, K-2 students may require additional assistance during the survey process. Be patient and willing to provide this support.)

Question 2 is about how active you are. The question asks about your physical activity. Being physically active means that you run, jump, walk fast or play until your heart is beating fast, your face feels warm and you are breathing hard. Examples are skating, jumping rope, skipping, soccer and more. **'Circle whether you are physically active every day, most days of the week, 1-2 days of the week or never.'** Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. (Wait for children to finish.)



UNIT 1

Lesson 12



Question 3 is about the foods you eat and the beverages you drink. The question is asking how often you eat healthy foods and drink healthy drinks. Remember, healthy means that it is good for you. **‘Circle whether you always, sometimes or never eat healthy foods and drink healthy drinks.’**

“Always” means all the time.

“Sometimes” means every once in a while.

“Never” means not at all or none of the time.

Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 4 asks how often you eat fruit with your meals. **‘Circle whether you always, sometimes or never eat fruit with your meals.’** Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 5 asks how often you eat vegetables with your meals. **‘Circle whether you always, sometimes or never eat vegetables with your meals.’** Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 6 is about foods you would choose. The question asks about if you were given the choice between fresh fruit and a muffin, how often you would choose fresh fruit instead of a muffin. **‘Circle whether you would always, sometimes or never choose fresh fruit instead of a muffin.’** Remember, **“Always”** means all the time. **“Sometimes”** means every once in a while. **“Never”** means not at all or none of the time. Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*



UNIT 1

Lesson 12



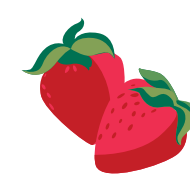
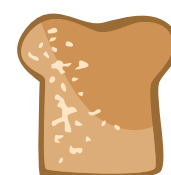
Question 7 is about foods you would choose. The question asks about if you were given the choice between a baked potato and French fries, how often you would choose the baked potato instead of French fries. **‘Circle whether you would always, sometimes or never choose the baked potato instead of French fries.’** Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 8 is about drinks you would choose. The question asks about if you were given the choice between water and a juice, how often you would choose water instead of juice. Now **‘Circle whether you would always, sometimes or never choose water instead of juice.’** Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Flip your survey over.

Question 9 is about vegetables. There is a picture of broccoli, turkey, cake and carrots. **‘Circle the foods that belong to the vegetable group.’** There might be more than one right answer to this question. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 10 is about fruit. There is a picture of bread, an apple, milk and strawberries. **‘Circle the foods pictured that belong to the fruit group.’** There might be more than one right answer to this question. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*



Question 11 is about grains. There is a picture of cereal, bananas, a candy bar and bread. **‘Circle the foods pictured that belong to the grains group.’** There might be more than one right answer to this question. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Almost done.



UNIT 1

Lesson 12



Question 12 is about dairy foods. There is a picture of corn, a pumpkin, yogurt and fat free milk. **'Circle the foods that belong to the dairy group.'** There might be more than one right answer to this question. If you accidentally mark an answer, mark a line through it and circle the answer you want. (Wait for children to finish.)

Question 13 is about protein foods. There is a picture of grapes, corn, turkey and eggs. **'Circle the foods that belong to the protein foods group.'** There might be more than one right answer to this question. If you accidentally mark an answer, mark a line through it and circle the answer you want. (Wait for children to finish.)

Last question.

Question 14 is about trying new foods. The question asks whether you tried any new foods during the N.E.A.T. Program taste test time.

Take a moment to remind students what the taste tests were throughout the program duration. The taste tests were: **1) different types of milk** (skim, 1%, soy, almond and/or coconut), **2) sugar swaps** - either fresh fruit, graham crackers, animal crackers, unsweetened applesauce or a fruit smoothie and **3) whole grains** - either whole wheat bagel crisps, triscuits, wheat thins, baked corn chips or multigrain tortilla chips with hummus, bean dip or salsa.

'Circle "Yes" if you did try something new and circle "No" if you did not try any new foods.' If you circled yes, please write what new food you tried. If you need help writing your food down, please raise your hand silently, and an adult will come around to help you. (Wait for children to finish.)

Please put your pencils down when you are done. I will collect your papers.

Walk around room and collect papers making sure the student's first and last name and age in years is on each survey. Also, review circled answers to make sure students have followed directions and circled one answer when asked and circled more than one answer (but not all answers) when appropriate.

“Thank you for helping me today.”



UNIT 1

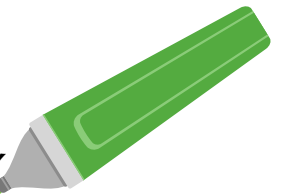
Lesson 12



N.E.A.T. Pre-Survey Script

Grades 3-5

Survey to be administered by
N.E.A.T. Educator ONLY



First, ask students who was able to complete last week's challenge and can say one thing they learned this semester during the N.E.A.T. Program. Allow several students to share.



Today you will answer a survey that asks questions about the food you eat and your activity. I will read a question, and you will mark your answer on the paper. This is not a test, so please answer each question honestly. If you have any questions, please silently raise your hand, and an adult will come around to help you.



Pass out N.E.A.T. Survey for Grades 3-5.



Please write your first name on the survey on the first line next to the words "First Name."

Please write your last name on the survey on the second line next to the words "Last Name."



Question 1 asks you how old you are. Please write your age in years on the line. (Wait for students to write name and age. Be willing to provide support to students as necessary.)

For questions 2 through 5, please remember to circle letters A, B or C and not the pictures.

Question 2 is about foods you would choose. There is a picture of strawberries and a picture of a muffin. The question asks about if you were given the choice between fresh fruit and a muffin, how often you would choose fresh fruit instead of a muffin. **'Circle whether you would always, sometimes or never choose fresh fruit instead of a muffin.'**



UNIT 1

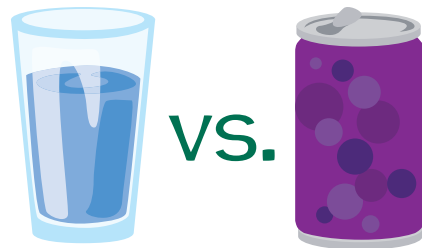
Lesson 12



“Always” means all the time.
“Sometimes” means every once in a while.
“Never” means not at all or none of the time.

Please only circle one answer. If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

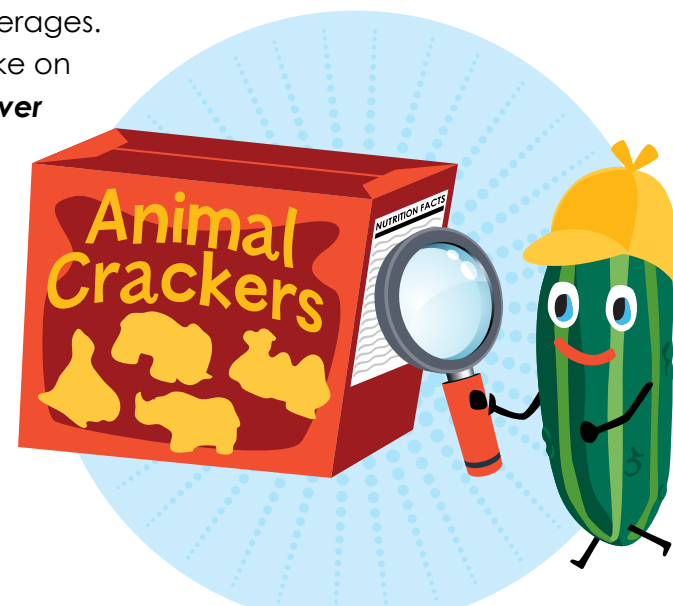
Question 3 is about foods you would choose. There is a picture of a baked potato and a picture of French fries. The question asks about if you were given the choice between a baked potato and French fries, how often you would choose the baked potato instead of French fries. **‘Circle whether you would always, sometimes or never choose the baked potato instead of French fries.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*



Question 4 is about drinks you would choose. There is a picture of a bottle of water and a box of juice. The question asks about if you were given the choice between water and juice, how often you would choose water instead of juice. **‘Circle whether you would always, sometimes or never choose water instead of juice.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 5 is about the nutrition facts label. The question is asking how often you read the nutrition facts label on foods and beverages. There is an example of what a nutrition facts label looks like on your paper. **‘Circle whether you always, sometimes or never read the nutrition facts label on foods and beverages.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Flip your survey over.



UNIT 1

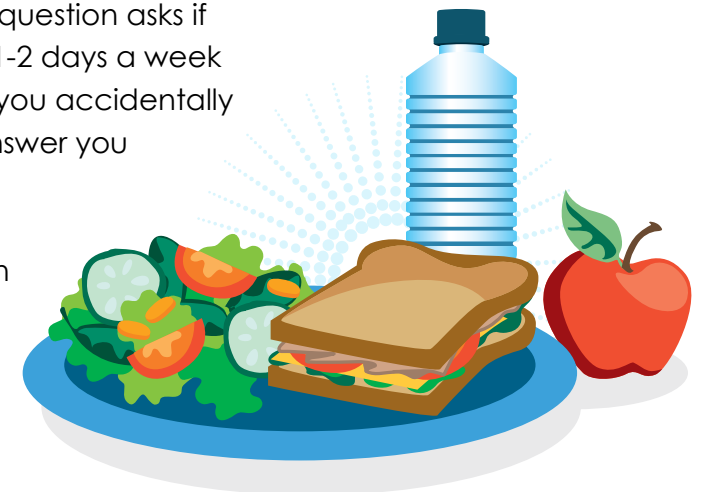
Lesson 12



Question 6 asks about how active you are. Being physically active means that you run, jump, walk fast or play until your heart is beating fast, your face feels warm and you are breathing hard. Examples are things like skating, jumping rope, skipping, soccer and more. Are you physically active every day, most days of the week, 1-2 days of the week or never? **‘Circle how often you are physically active.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 7 is about how often you eat vegetables. The question asks if you eat vegetables every day, most days of the week, 1-2 days a week or never. **‘Circle how often you try to eat vegetables.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 8 is about how often you eat fruit. The question asks if you eat fruit every day, most days of the week, 1-2 days a week or never. **‘Circle how often you try to eat fruit.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*



Question 9 is about how often you eat whole grains. Corn, popcorn, oatmeal, 100% whole wheat bread, 100% whole wheat spaghetti or pasta and brown rice are examples of whole grain foods. The question asks if you eat whole grains every day, most days of the week, 1-2 days a week or never. **‘Circle how often you try to eat whole grains.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Question 10 is about how often you eat a healthy breakfast. The question asks if you eat a healthy breakfast every day, most days of the week, 1-2 days a week or never. **‘Circle how often you eat a healthy breakfast.’** If you accidentally mark an answer, mark a line through it and circle the answer you want. *(Wait for children to finish.)*

Almost done.

UNIT 1

Lesson 12



Question 11 is about healthy snacks. The question asks you to choose the best example of a healthy snack from the options listed. The snack options are: A, an apple and a can of soda; B, potato chips and whole milk; C, whole grain crackers, low-fat cheese and water; or D, a candy bar and a glass of juice. **'Circle the best answer. Please only circle one answer.'** If you accidentally mark an answer, mark a line through it and circle the answer you want. (Wait for children to finish.)

Question 12 is about a healthy breakfast. The question asks you to choose the best example of a healthy breakfast from the options listed. The breakfast options are: A, a bowl of whole grain cereal with strawberries and a carton of fat free milk; B, bacon and fried eggs with a carton of whole milk; C, a carton of whole chocolate milk and a biscuit; or D, a can of soda with a donut. **'Circle the best answer. Please only circle one answer.'** If you accidentally mark an answer, mark a line through it and circle the answer you want. (Wait for children to finish.)

Last question.

Question 13 is about trying new foods. The question asks whether you tried any new foods during the N.E.A.T. Program taste test time.

Take a moment to remind students what the taste tests were throughout the program duration. The taste tests were: **1) different types of milk** (skim, 1%, soy, almond and/or coconut), **2) sugar swaps** - either fresh fruit, graham crackers, animal crackers, unsweetened applesauce or a fruit smoothie and **3) whole grains** - either whole wheat bagel crisps, triscuits, wheat thins, baked corn chips or multigrain tortilla chips with hummus, bean dip or salsa. **'Circle "Yes" if you did try something new and circle "No" if you did not try any new foods.'** If you circled yes, please write what new food you tried. If you need help writing your food down, please raise your hand silently, and an adult will come around to help you. (Wait for children to finish.)

Walk around room and collect papers making sure the student's first and last name and age in years is on each survey. Also, review circled answers to make sure students have followed directions and circled one answer for each question. If students have skipped any questions or left any information off, politely ask them to take their best guess and complete the survey entirely.

“Thank you for helping me today.”



UNIT 1

Lesson 12



Game
4 Corners
(5-10 minutes)



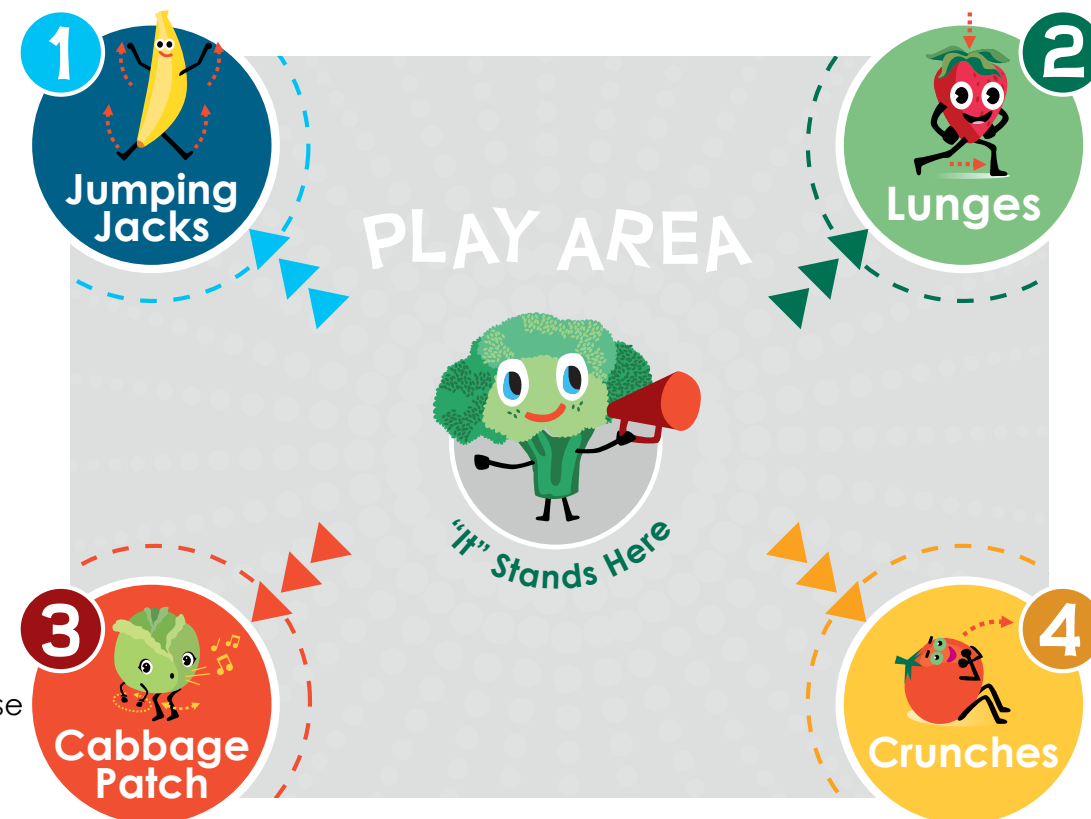
Game Equipment
1. 4 Corners Cards

Organization:

Each corner of the playing area represents one exercise (wall sits, push- ups, arm circles, sit ups, etc.) and is labeled number 1-4.

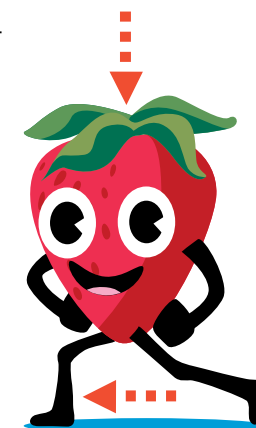
Directions:

- Make sure students know which corner is which. It may be helpful to label the corners.
 - Example: Corner #1 is jumping jacks (refer to the diagram below).
 - You can also demonstrate each exercise for the students and have them perform with you as a large group.
- One N.E.A.T. Educator is "It." He or she stands in the center of the playing area with his/her eyes closed.
- On the co-educator's (the one that is not "It") cue, everyone else walks quietly to any of the 4 corners and begins performing the exercise designated for that area.



- Once everyone is in a corner and performing the correct exercise for that corner, the educator who is "It" chooses a corner (his/her eyes should still be closed) by calling out a number 1-4.

Variation: You can also call out the exercise that is out instead of a number. For example, lunges is called out and all the students doing lunges are out.



UNIT 1

Lesson 12



- All of the students in the corner called are "out." The students who are "out" go to the side of the activity area and free dance or perform their favorite exercise while they wait for the game to begin again.

- "It" closes his/her eyes again. The remaining students disperse to different corners and perform the exercises in their corner.

- Once the remaining students are in corners and exercising, "It" chooses another corner to get "out."

Educator Notes

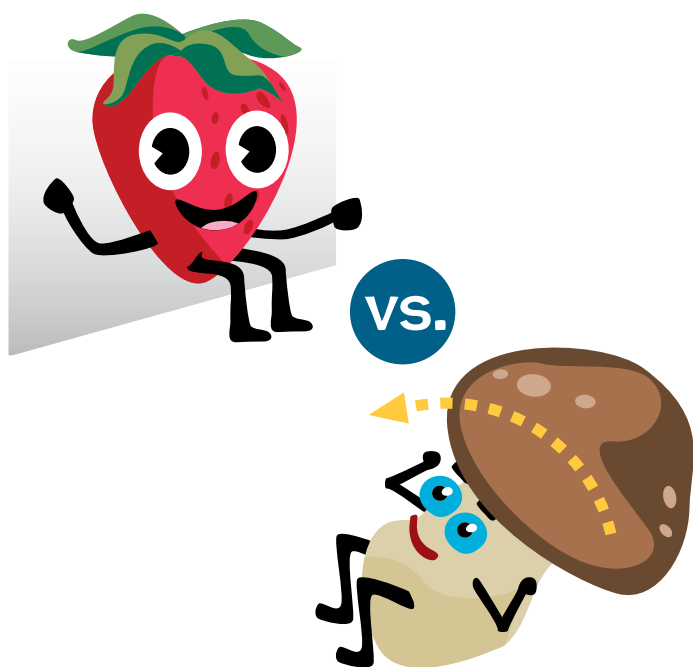
Always participate in games with students. This will encourage them to play and they will have more fun.

Cool Down/ Water Break

(2-3 minutes)



Take students through a few easy stretches. When stretches are completed, have students line up for a water break. The lesson is over. Tell the students good-bye and that you hope they will continue to be healthy!



- This continues until there are just a few students remaining. They are the winners and can change one of the corner exercises to their preference (ex: instead of crunches everyone has to do wall sits).



12.e.a.t.

nutrition education activity training

