



School Resource Kit

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For Teachers



For School Nurse



For Food Service



For Parents

How to Use this Resource Kit

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School Resource Kit







How to use this Resource Kit

Welcome to the FOODPLAY School Resource Kit! This page gives you some tips on how to move through this document to find and use the information you need.

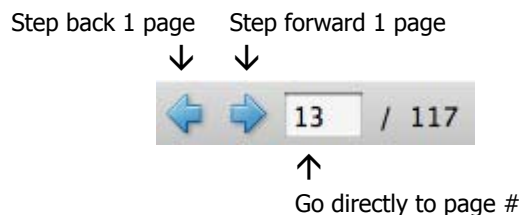
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NAVIGATION TIPS

The Resource Kit is designed to work like a website. Certain graphics and words function as links that will take you directly to specific parts of the Kit. When you see the pointing hand icon  you'll know you've found a clickable link. To return to your previous view after clicking on a link, click on the Reader software's "previous view" button at the top of your screen:  (If you don't see this button, right-click (or ctrl-click) in the toolbar at the top of your screen, and select "More Tools." From the pop-up box, select the "previous view" tool and click OK. The tool will be added to your toolbar so you can use it.)

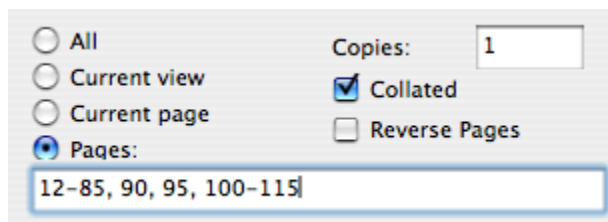
You can also move through the Kit using the Bookmarks panel that opened on the left-hand side of your screen. The bookmarks  also function like links in a website, and will take you directly to specific parts of the Kit. When you see a gray arrow  next to a bookmark, click the arrow to open further information nested inside. You may also drag the divider between the Bookmarks panel and the page viewing window to make it easier to read the bookmark names.

If you prefer, you can step through the Kit one page at a time by scrolling with your mouse, or by using the Reader software's built-in navigation buttons at the top of your screen:



PRINTING TIPS

Use the Reader software's navigation buttons, (shown above) to make note of which pages you'd like to print. Go to the "File" menu and select "Print." The Print dialog box will allow you to select specific pages to print. To print a consecutive range of pages, enter the page numbers with a dash between them. Enter non-consecutive pages with a comma between them.



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School Resource Kit



Information for Teachers

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

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

 **15 Quick & Easy Follow-up Activities**

 **Teacher's Activity Guidebook**

 **Official FOODPLAY Song Sheet**

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

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



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

- **How did you like the show?**
- **What were your favorite parts?**
- **What did you learn?**

(Examples: There are ten teaspoons of sugar in a can of soda; we need to eat at least 5-9 servings of fruits and vegetables every day; it is important to eat breakfast every day; what you eat affects how you feel and how healthy you are.)

- **Will you be doing anything differently after seeing FOODPLAY?**

(Some popular responses are -- cut down on soda; eat breakfast more often; try to eat more fruits and vegetables; cut down on junky snacks; drink more low-fat milk; exercise every day; watch less TV; read food labels; choose healthier fast foods.)

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

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

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

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

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

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

-More-

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

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

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

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

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

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

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

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

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



FOODPLAY®

Teacher's Activity Guidebook

Written by Barbara Storper, MS, RD



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Teachers' Activity Guidebook

By Barbara Storper, MS, RD

Edited by Jennifer Goodheart and Lauren Marciszyn

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

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

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About This Book

Dear Educator,

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

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

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

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

Sincerely,

A handwritten signature in cursive that reads "Barbara Storper". To the right of the signature is a small, stylized logo consisting of a vertical line with a circle at the top and a horizontal line at the bottom, with the letters "S" and "P" integrated into the design.

Barbara Storper, MS, RD
Executive Director, FoodPlay Productions

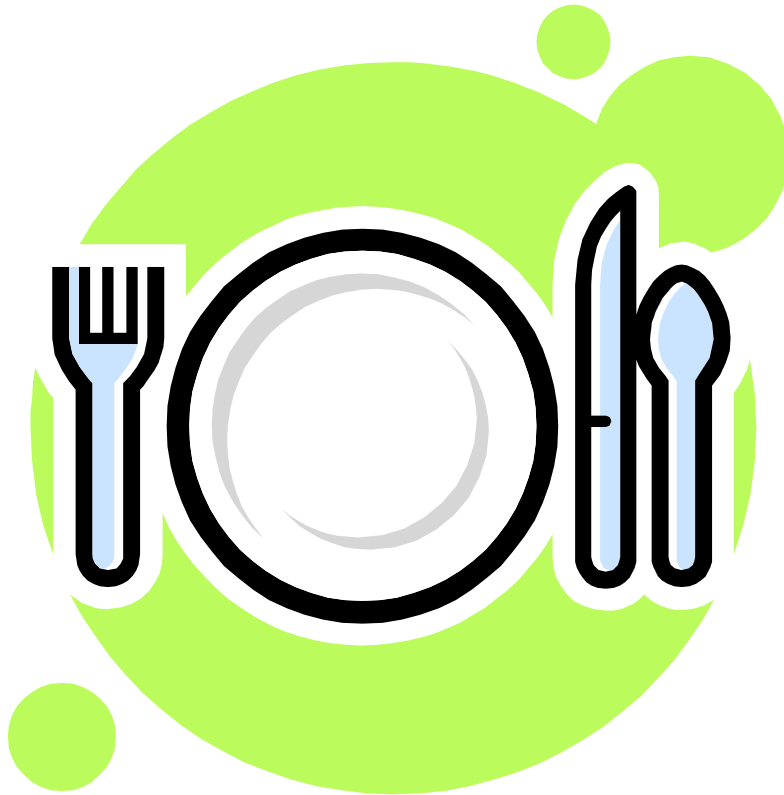


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*These activities are especially geared toward lower elementary grade levels.

Introduction



Section A: Description of Sections

Description of Sections in Activity Guidebook

1. Balancing Your Diet

Students will learn how to create a balanced diet by choosing a variety of foods from each food group.

2. Breakfast and The Scoop on Sugar

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

3. Lunch and Where Fat Is At!

Students will learn how much fat is in popular foods and understand how to make healthier choices at home, school, and when eating out.

4. Soda, TV Commercials, and Keeping Active

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

5. "Read It Before You Eat It!"

Students will continue working with ingredient labels and learn how to read the "Nutrition Facts" label in order to make the healthiest food choices.

6. "Snack-Attack!" and Finale

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

Section B: Questions for Discussion & Writing Prompts

LANGUAGE
ARTS



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

Section One: Balancing Your Diet

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

Section Two: Breakfast and The Scoop on Sugar

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

Section Three: Lunch and Where Fat Is At!

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

Section Four: Soda, TV commercials, and Keeping Active

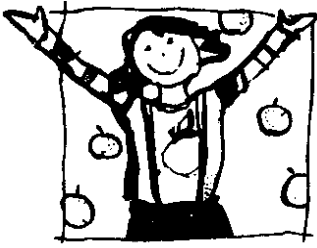
1. Why is it important to get some kind of exercise every day? What are your favorite ways to exercise?
2. What are some of the active things you like to do when you're not watching TV? Suppose your friend watches too much TV and you want to help her/him cut down. What could you say about your favorite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

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

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

Section Six: "Snack-Attack" and Finale

1. What are some foods that start out fresh and then are processed by adding fat, sugar, and/or salt, and then sold packaged? E.g., apples into apple pie, potatoes into chips.
2. Name two reasons why it is better to choose fresh over processed foods whenever you can. Explain that fresh is best for your health because it usually has less fat, sugar, salt, and additives, and more vitamins, minerals, and fiber; is often less expensive; and is better for the health of planet. Processed foods not only require resources to make, but create more garbage and waste.
3. "Good for me, good for us, good for the planet!" Discuss how choosing foods that are healthy for people wind up being good for the planet as well. What are some food choices children can make that will also help the planet by using less energy and creating less waste? Answers include making snacks from fresh fruits and vegetables instead of buying processed, packaged products; recycling cans, bottles, and containers; growing a vegetable garden; buying fresh produce at farmers' markets; and belonging to CSAs (Community Supported Agriculture).



SECTION ONE: Directions & Activity Sheets

Balancing Your Diet



Learning Objectives:

1. Students will learn how to use MyPyramid to plan healthy meals and snacks.
2. Students will understand the importance of eating fruits and vegetables.
3. Students will be able to distinguish between healthy and unhealthy alternatives and understand the advantages of choosing healthy options.

Activity #1: The Fruit & Vegetable Juggle

HEALTH/PE



This activity is especially geared toward lower elementary grade levels.

Directions:

1. Review the MyPyramid information in the “Background Nutrition Information” on pages 62–66 and the “Answer Key” on page 54 for a list of possible fruit and vegetable answers.
2. Copy and distribute **Activity Sheet #1**.
3. Have students draw pictures of their favorite fruits and vegetables in the juggling balls and then color them in.
4. Hang the students’ pictures on the classroom walls.



Additional Activity:

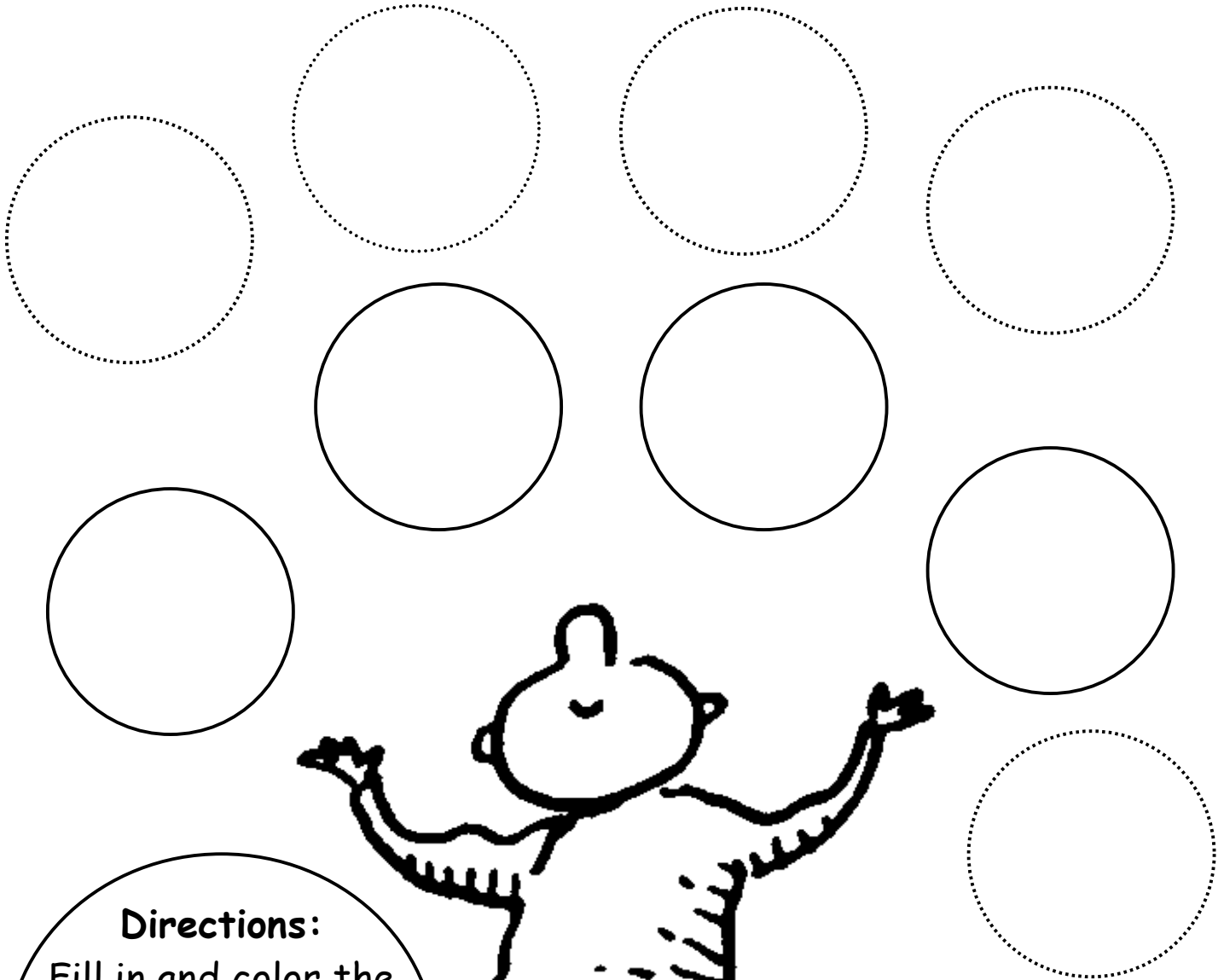
Have students play “Food Tag” together as a way to increase physical activity and learn more about fruits, vegetables, and MyPyramid. In this game, one person is chosen to be “it” and he or she must tag the other players. The other players must “freeze” in place when they are tagged. Other students who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

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

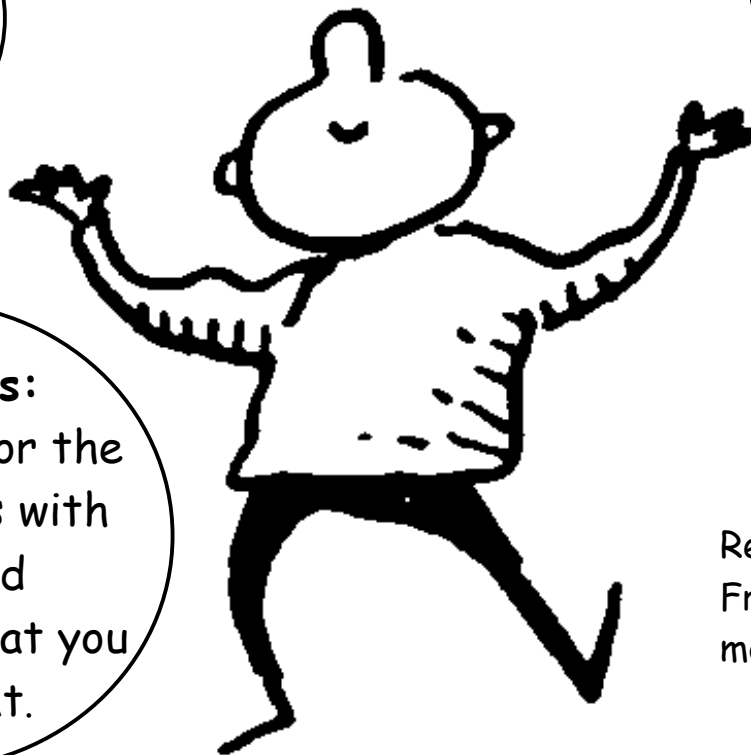


The Fruit & Vegetable Juggle

Name _____ Activity Sheet #1



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



Remember -
Fruits and veggies -
more matters!

Illustration © Peter H. Reynolds

Activity #2: Janey's Fruit & Veggie Makeover

HEALTH

Discussion:

- Before beginning this activity, discuss the value of eating fruits and vegetables every day. The USDA recommends that children get at least 2 cups of vegetables and 1½ cups of fruit each day. Fruits and vegetables provide the body with a “big bang for the buck”—a wide variety of vitamins, minerals, and fiber for their calories. They’re also low in fat and have no cholesterol. But the best thing about fruits and vegetables is that they’re sweet, crunchy, delicious, and fun to eat!
- Discuss why it is not a good idea to eat too many foods that are high in fat and sugar, and have students come up with alternative fresh options using fruits and vegetables.

Directions:

1. Copy and distribute **Activity Sheet #2**. (Refer to “Answer Key” on page 55.)
2. Individually or as a class, have students help JJ do a “meal makeover” and replace some of the higher fat, sugary and fake food products with healthier options. For example, 100% whole-grain cereal with cut-up fruit is a better choice than a sugary cereal like Sugar Smacks.



JJ's Fruit and Veggie Makeover!

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

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

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

JJ's Breakfast:

Bowl of Sugar Smacks Cereal
Milk

New and Improved:

JJ's Lunch:

Hamburger
Fries
Apple Pie
Strawberry Milk Shake

New and Improved:

JJ's Snack:

Grape fruit roll-ups

New and Improved:

JJ's Dinner

Fried Chicken
Macaroni and Cheese

New and Improved:

Activity #3: MyPyramid Activity

HEALTH

Directions:

1. Hang a MyPyramid poster or draw MyPyramid on the board and review the food groups and the number of daily servings suggested for each group. (Refer to the MyPyramid information on pages 62–66 in “Background Nutrition Information.”) Note that fats and oils are represented by a small yellow band to indicate that they should be used sparingly. Sweets are no longer represented graphically in the pyramid. They should be considered “extras” and eaten sparingly.
2. Write the five food groups in columns on the chalkboard.
3. Ask students to name as many foods as they can that belong in each group. Write each suggestion under its proper food group heading.
4. Copy and distribute **Activity Sheet #3** for students to complete.
5. Instruct students to color in the blank pyramid with the appropriate food groups’ colors. Have students draw a line from the foods surrounding the pyramid to the appropriate food group in the pyramid. Students may also want to draw in their favorite foods from each food group.
6. Have students draw their favorite physical activities on the stairs of the MyPyramid.
7. After students have completed the activity sheet, have them discuss some of their favorite foods and why they like them.



Tip:

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



MyPyramid Activity

Name _____ Activity Sheet #3

MyPyramid
For Kids
Eat Right. Exercise. Have Fun.
MyPyramid.gov

Meat & Beans (Purple)
Milk (Blue)
Fruits (Red)
Vegetables (Green)
Grains (Orange)

Illustrations © Peter H. Reynolds

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

HEALTH

Directions:

1. List the five food groups and the daily amount recommended for each group from MyPyramid on the board. (Refer to page 66 in "Background Nutrition Information.") Ask students to name as many foods as they can that belong in each group, and write their answers under the proper heading. Note that fats and oils are represented by a small yellow band to indicate that they should be used sparingly. Sweets are no longer represented graphically in the pyramid. They should also be considered to be "extras" and are to be eaten sparingly.
2. Copy and distribute **Activity Sheet #4**.
3. Divide students into teams of four or five.
4. Have groups choose one student to record the group's answers on the activity sheet.
5. Ask each group to pretend they're inviting JJ for a full day of meals. Have each group design menus for breakfast, lunch, and dinner for one day that would be balanced and that JJ would find appealing. Have them use the foods listed on the board, and encourage them to come up with their own, too.
6. Have one member of each group write the suggestions on the team's worksheet. Have each group share and have the class evaluate their choices to see whether the day's meals provided JJ with the recommended servings from each food group.



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

Name: _____

Activity Sheet #4

A Menu for JJ

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

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

Breakfast

Lunch

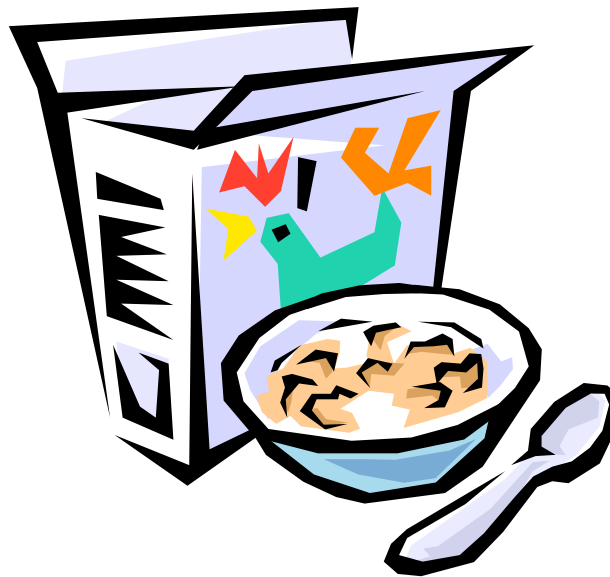
Snack

Dinner



SECTION TWO: Directions & Activity Sheets

Breakfast and The Scoop on Sugar



Learning Objectives:

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

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

HEALTH



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

Directions:

1. Discuss with students why it is important to eat breakfast every day.
2. As a class, discuss and list on the board typical reasons that students themselves or others they know might miss breakfast.
3. Have them brainstorm practical solutions for each reason. Some examples are:

Reason: Lack of time.

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

Reason: Lack of appetite.

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

Reason: Increased anxiety and stress causing lack of appetite.

Solution: Discuss stress-reducing activities such as meditation, deep breathing, and yoga.

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



Tip:

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



Additional Activities:

1. Discuss examples of foods that may be less typically thought of as breakfast foods, such as spaghetti and meatballs or leftovers. Students can brainstorm about the weirdest, worst, best, and/or favorite breakfasts they have eaten.
2. Ask interested older students to research popular breakfast foods from different countries, and then have them give an oral report to the class.



"I Missed Breakfast" Reasons and Solutions

Name: _____ Activity Sheet #5

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

For breakfast I like to eat:

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

Reason #1:

Solution #1:

Reason #2:

Solution #2:

Reason #3:

Solution #3:



Energizing Pledge

I hereby pledge to try to eat breakfast every day!

Name

Date

Activity #6: The Scoop on Cereals

MATH



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

Directions:

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



Additional Activity:

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

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

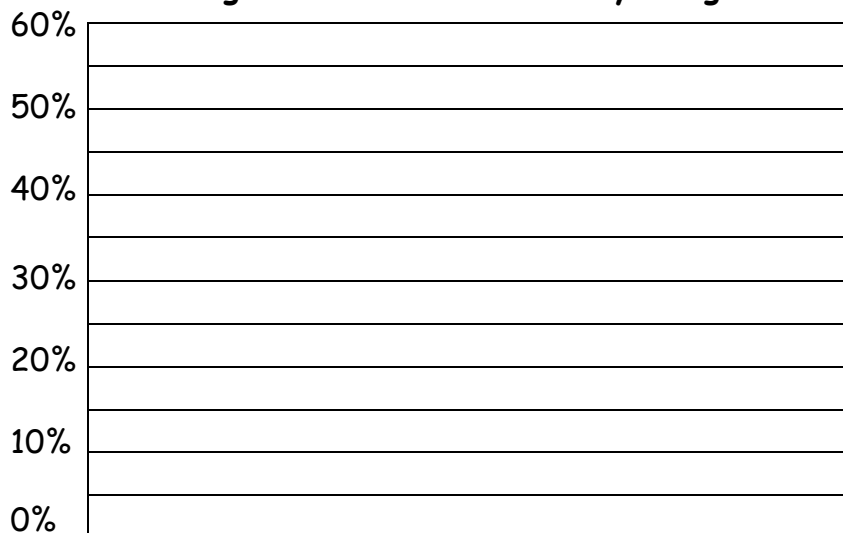


The Scoop on Cereals

Name: _____ Activity Sheet #6

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

Sugar Content of Cereals by Weight



Percentage of Sugar (by weight in one ounce serving of cereal)

(0% means no sugar; 25% means one quarter of the cereal is sugar; 50% means half is sugar!)

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

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

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

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

MATH



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

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

Different types of **SUGAR**:

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

* These have a little more nutritional value than white sugar.

Note: If an ingredient ends with "ose," it's a sugar!

Activity A:

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

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

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

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

Activity B:

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

Sample Ingredient Label of a "Trick" Food Product:

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

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

Activity C:

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

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



SECTION THREE: Directions & Activity Sheets

Lunch & Where Fat Is At!



Learning Objectives:

1. Students will be able to identify food choices associated with increased disease risk and set personal goals to limit these foods.
2. Students will learn how to make lower fat choices at home, school, or on the run, including at fast food restaurants and convenience stores.

Activity #8: Where Fat Is At!

Discussion:

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

Directions:

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



Additional Activity:

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



Where Fat Is At!

Name: _____

Activity Sheet #8

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

Milk and Milk

Products:

1% milk	OR	whole milk
ice cream	OR	frozen yogurt
low-fat yogurt	OR	regular yogurt
cream cheese	OR	cottage cheese

Meat and

Bean Group:

canned tuna fish	OR	fried fish
baked chicken	OR	fried chicken
hamburger	OR	mega-burger
ham	OR	turkey
bologna	OR	turkey bologna
pizza with pepperoni	OR	pizza with veggies

Snacks:

chocolate chip cookies	OR	ginger snaps
banana	OR	banana bread
fig bar	OR	chocolate sandwich cookies
blueberry pie	OR	blueberries
potato chips	OR	plain popcorn
baked potato	OR	fries

Condiments:

mayonnaise	OR	mustard or ketchup
light dressing	OR	creamy dressing
butter	OR	olive oil

NOTE:

- Butter, margarine and vegetable oil have the same amount of fat per serving, but vegetable oils have less of the unhealthy saturated fats and more of the healthier unsaturated fats.
- Processed food products often have "hydrogenated vegetable oils," or trans fats, which are considered to be unhealthy. Try to avoid these whenever possible.

Three ways I will try to cut down on fat:

- I will choose _____ instead of _____.
- I will use less (fewer) _____.
- I will eat less (fewer) _____ and more _____.

Activity #9: Fast Food Guide

HEALTH

Discussion:

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

Directions:

1. Have students bring in or download the nutritional facts information from their favorite fast food chain. It is recommended that educators have extra menus and nutrition facts on hand in case students are unable to supply their own.
2. On the board make two columns and label one as "Food Choice" and the other as "Better Choice."
3. Ask students to share their favorite fast food choices and write them under the header "Food Choice." If the food is an unhealthy food choice like a "triple burger," discuss better choices and write them under the column header "Better Choices." If the food is a healthy choice such as side salad or baked potato, place a ✓ mark in the "Better Choices" column.
4. Copy and distribute **Activity Sheet #9**.
5. Instruct the students to complete the activity sheet with the information they brought in regarding a fast food meal.



Additional Activity:

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



Fast Food Guide

Name: _____ Activity Sheet #9

1. Name of a fast food restaurant: _____

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

3. Is this a healthy choice? _____

4. Why or why not? _____

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

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

1. _____

2. _____

3. _____

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

1. _____

2. _____

3. _____

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

Activity #10

Fast Food Makeover

HEALTH/MATH

Directions:

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



Top Five Fast Food Tips:

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



Additional Activity:

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



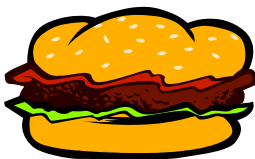
Fast Food Makeover

Name _____ Activity Sheet #10

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

Your Favorite Fast Food Chain: _____

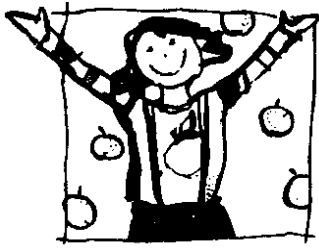
Fast Foods & Beverage Items	Fat & Calories
_____	_____
_____	_____
_____	_____
_____	_____



Better Available Choices	Fat & Calories
_____	_____
_____	_____
_____	_____
_____	_____

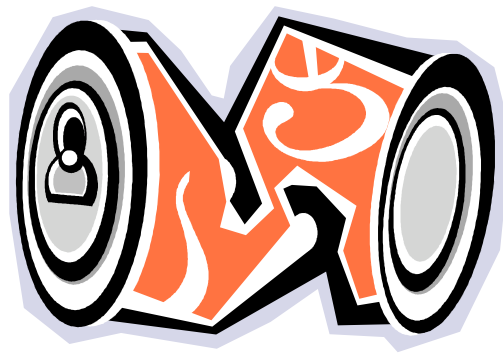
1. How much fat did you cut by changing your selection? _____

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



SECTION FOUR: Directions & Activity Sheets

Soda, TV Commercials, and Keeping Active



Learning Objectives:

1. Students will analyze their personal soda consumption, the economic impact of soda consumption, and alternatives to improve overall health.
2. Students will be able to identify and describe how the mass media and advertisements influence their food choices.
3. Students will develop alternative activities to increase physical activity and reduce TV viewing time, either individually or as a group.

Activity Sheet #11

Soda Countdown

MATH/SCIENCE

Directions:

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



Tip:

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



Additional Activity:

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



Soda Countdown

Name: _____ Activity Sheet #11

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

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

What could I spend my money on instead? _____

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

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

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

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

1. _____
2. _____
3. _____

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



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

1. Copy and distribute **Activity Sheet #12**.
2. For one day, have students write down each time they see an image or hear advertisements for soda on TV, radio, billboards, reading materials, and at the movies. They can also include sightings of soda cups, cans, and bottles they may see thrown away!
3. Discuss the results in class. Explain that the ingredients in a can of soda cost only a few pennies. Most of the money kids spend on soda goes directly into making profits for the soda companies, as well as for paying for more advertisements to get kids to drink more soda!



Additional Activities:

1. Have students debate whether they think schools should have soda machines. Encourage them to visit the Center for Science in the Public Interest (CSPI) at www.cspinet.org and the Massachusetts Public Health Association (MPHA) at www.mphaweb.org for more information.
2. Have students research the advertising budgets of soda companies, specifically how much money soda companies spend promoting soda and marketing their products to children.
3. Have children research the contents of sports drinks and "fruit" drinks and compare their nutritional value to soda. Discuss whether sports drinks and "fruit" drinks are better choices than soda. Note: Only 100% fruit juice has no added sugar. Fruit drinks, "ades," punches, and cocktails have little real fruit juice and are mostly sugar.



Soda Sightings: I Spy a Soda!

Name: _____ Activity Sheet #12

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

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

Activity #13: Seeing Through TV Commercials

LANGUAGE
ARTS

Directions:

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



Additional Activities:

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



Seeing Through TV Commercials

Name: _____ Activity Sheet #13

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

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



TV Program(s): _____

Time(s): _____

Channel(s): _____

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

(Illustration © Peter H. Reynolds)

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

HEALTH/PE



This activity is especially geared toward younger elementary grade levels.

Directions:

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

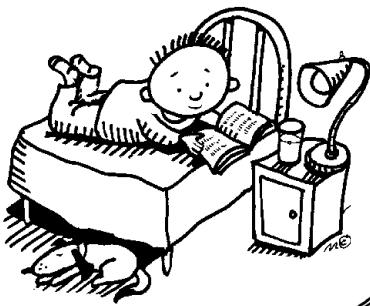


It's Fun to Be Active!

Name: _____ Activity Sheet #14

Directions:

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



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Activity #15: Activity Log

HEALTH/PE

Directions:

1. Copy and distribute **Activity Sheet #15**.
2. Have students keep track of all the activities they do in one typical weekday. They should list all physical activities, favorite hobbies, as well as sedentary activities such as doing homework, watching TV or playing video games.
3. After students have completed the activity sheet, have them evaluate whether they get enough exercise. Have students compare how much TV they watch to how much physical activity they are doing.
4. Review the importance of being active every day. Physical activity helps relieve stress and anxiety; builds muscles and bones; helps people think more clearly; reduces depression; burns calories; helps maintain a healthy weight; and makes people feel and look better. Ask students to come up with ideas of how to help their friends turn off the TV or computer and have more fun being active.



Tip:

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



Activity Log

Name: _____ Activity Sheet #15

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

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

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

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

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

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

Activity #16: Can the Tube!

HEALTH/PE

Directions:

1. Ask students to bring in a clean container, can, or plastic bowl.
2. Have each student make a colorful label to put around his or her container and come up with a name such as "Favorite Things to Do," "Boredom Busters," or "Can the Tube."
3. Brainstorm with your students about their favorite activities, hobbies, sports, etc. and make a list on the board. (Refer to the "Answer Key" on page 54 for a list of sample activities.)
4. Copy and distribute **Activity Sheet #16**.
5. Have students fill in the rectangles with pictures and/or the names of activities they enjoy or would like to try.
6. Have students cut out the rectangles, fold them up, and put them into their decorated cans. Encourage students to pick an activity from the can the next time they feel bored or want something to do other than watching TV.



Additional Activity:


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



Can the Tube!

Name: _____ Activity Sheet #16

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

<p>jumping rope</p> 	



SECTION FIVE: Directions & Activity Sheets

“Read It Before You Eat It!”



Learning Objective:

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

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

LANGUAGE
ARTS/HEALTH

Directions:

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

Different types of SUGAR:

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

Different types of SODIUM:

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

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

Different types of FAT:

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



Additional Activities:

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



“Read It Before You Eat It” (Ingredient Labels)

Name: _____ Activity Sheet #17

1. Name of snack: _____

2. Ingredients: _____

3. What do you think the main ingredient is? _____

4. Why? _____

5. How many types of sugar are listed? _____

6. Name the types of sugar: _____

7. How many types of fat are listed? _____

8. Name the types of fat: _____

9. How many types of sodium are listed? _____

10. Name the types of sodium: _____

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

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

HEALTH/MATH

Discussion:

- Review the various elements of a "Nutrition Facts" label with the class. Help students understand the importance of reading "Nutrition Facts" labels to choose healthy foods. For more information on how to read labels, refer to pages 67-68 in "Background Nutrition Information."
- Ask students to bring in snack foods or provide the class with sample "Nutrition Facts" labels from a variety of food products to review and analyze.
- Discuss the terms on labels, such as fats and sugars, that are associated with increased health risks.
- Discuss what the headings on the label mean, such as "serving size" and "servings per container." Make sure students understand that the nutrition information provided is for one serving; if a package contains more than one serving, multiply the information on the "Nutrition Facts" label by the number of servings eaten. When choosing a healthy snack remember to look for products low in sugar, salt, and fat, and rich in vitamins, minerals, whole grains, fiber, and protein.

Directions:

1. Copy and distribute **Activity Sheet #18**. (Refer to "Answer Key" on page 58.)
2. Have students fill in their answers based on the "Nutrition Facts" labels that they've brought in or that has been provided for them.



Additional Activities:

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



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

Name: _____ Activity Sheet #18

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

Nutrition Facts	
Serving Size: 1 ounce	
Servings per Container: 2	

Amount Per Serving	
Calories 150	Calories from Fat 90

% Daily Value	
Total Fat 10g	15%
Saturated Fat 2.5g	13%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 150mg	6%
Total Carbohydrate 15g	5%
Dietary Fiber 1g	4%
Sugars 0g	
Protein 2g	

Vitamin A 0% • Vitamin C 10%	
Calcium 0% • Iron 2%	
<small>*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:</small>	

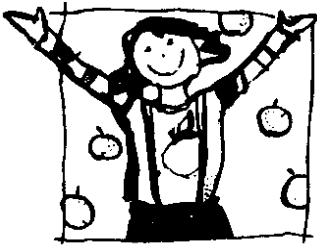
1. Where is the "Nutrition Facts" label located on most foods? _____

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

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

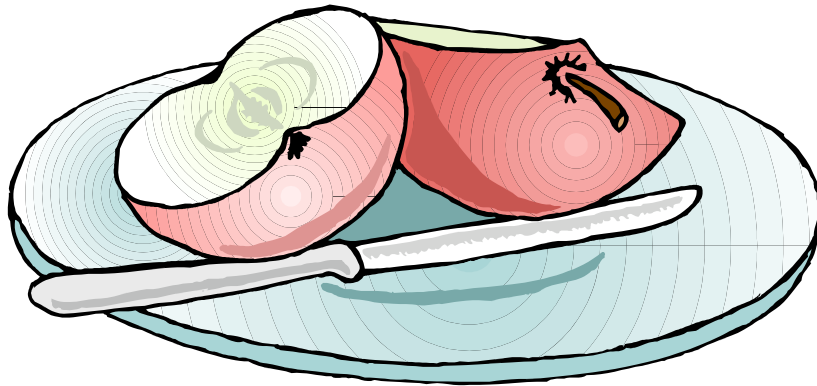
4. If you ate the whole package, how many ounces would you have eaten? How many calories?

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



SECTION SIX: Directions & Activity Sheets

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



Learning Objectives:

1. Students will learn how to analyze their eating and exercise habits.
2. Students will recognize ways to improve their personal food and fitness choices and focus on attainable goals.

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

LANGUAGE
ARTS/HEALTH

Directions:

1. As a class, go to a local corner store and take part in the "Snack-Attack!" Scavenger Hunt. It may be a good idea to call the corner store and ask permission ahead of time. If this activity cannot be done as a class, have students complete it on their own time at their own neighborhood stores.
2. Copy and distribute **Activity Sheet #19**.
3. At the store, gather the class together and get them excited about their scavenger hunt. Ask students: "What should you look for in a healthy snack?" Answers include foods that are:
 - a. Low in sugar and fat
 - b. Free of "fake stuff" like colorings, flavorings, and preservatives
 - c. Fresh instead of highly processed foods
4. Bring a whistle, horn, drum, or other noisemaker to signal the start of the game. Wish students luck and send them on their way! Allow students two minutes to find and record as many healthy snacks as they can on their activity sheets. Encourage them to read labels and choose fresh foods when possible. Each snack should cost less than one dollar. Use your whistle or noisemaker to signal the end of the game. The rest of the questions can be completed at school.
5. After students have finished filling out Activity Sheet #19, have them share which snacks they found. List the snacks on the board and discuss why they are healthy choices.
6. You may wish to have students make their own wallet size "Snack Cards" based on the healthy snacks they found at the corner store. Suggest that they also include healthy snacks they can prepare themselves and bring from home.
7. Encourage children to write notes and deliver them to the store manager if possible.



Additional Activities:

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



"Snack-Attack!" Scavenger Hunt

Name: _____ Activity Sheet #19

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

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

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

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

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

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

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

Activity #20: Food Diary

HEALTH



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

Discussion:

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

Directions:

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

Activity #21: Be Your Own Food Coach!

HEALTH

Directions:

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



Food Diary

Name: _____ Activity Sheet #20

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

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

I did the following physical activities:

The amount of time I spent being active:

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

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

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

1. _____
2. _____
3. _____

(Remember - small steps make a big difference!)



Be Your Own Food Coach!

Name: _____ Activity Sheet #21

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

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

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

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

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

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

_____ **fruits**
_____ **vegetables**

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

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

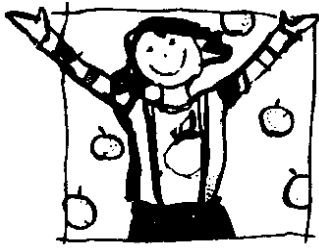
Count up all the sugary foods on your list. Remember to count sodas, cookies, cakes, sugary cereals, candy and ice cream. For most kids, more than one or two servings a day can be too many. Try replacing soda with a fruit juice spritzer (seltzer mixed with 100% fruit juice), or low-fat milk, or water.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

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

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

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

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



Answer Keys



Answer Key**Fruits, Veggies and Activities**

For Activity Sheets #1 & #14

Fruits

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

Vegetables

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

Physical Activities

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

JJ's Fruit and Veggie Makeover!

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

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

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

JJ’s Breakfast:

Bowl of Sugar Smacks Cereal

Milk

New and Improved:Bowl of whole-grain cereal (such as oatmeal or shredded wheat)Low-fat milk, for cerealSliced banana100% orange juice**JJ’s Lunch:**

Hamburger

Fries

Apple Pie

Strawberry Milk Shake

New and Improved:Regular burger with lettuce & tomatoSalad or carrot sticksAppleLow-fat milk**JJ’s Snack:**

Grape fruit roll-ups

New and Improved:Fresh grapes or other fresh fruit**JJ’s Dinner**

Fried Chicken

Macaroni and Cheese

New and Improved:Baked or grilled chickenBaked potatoSalad or vegetables

Activity Sheet #8

The correct answers are bolded in the answer key below.

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

Milk and Milk

Products:

- | | | |
|-----------------------|----|-----------------------|
| 1% MILK | OR | whole milk |
| ice cream | OR | FROZEN YOGURT |
| LOW-FAT YOGURT | OR | regular yogurt |
| cream cheese | OR | COTTAGE CHEESE |

Meat and

Bean Group:

- | | | |
|-------------------------|----|---------------------------|
| CANNED TUNA FISH | OR | fried fish |
| BAKED CHICKEN | OR | fried chicken |
| HAMBURGER | OR | mega-burger |
| ham | OR | TURKEY |
| bologna | OR | TURKEY BOLOGNA |
| pizza with pepperoni | OR | PIZZA WITH VEGGIES |

Snacks:

- | | | |
|------------------------|----|----------------------------|
| chocolate chip cookies | OR | GINGER SNAPS |
| BANANA | OR | banana bread |
| FIG BAR | OR | chocolate sandwich cookies |
| blueberry pie | OR | BLUEBERRIES |
| potato chips | OR | PLAIN POPCORN |

Condiments:

- | | | |
|-----------------------|----|---------------------------|
| mayonnaise | OR | MUSTARD OR KETCHUP |
| LIGHT DRESSING | OR | creamy dressing |
| butter | OR | OLIVE OIL |

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

1. I will choose frozen yogurt instead of ice cream.
2. I will use less (fewer) butter on my toast.
3. I will eat less (fewer) cookies and more fruit.

Activity Sheet #11

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

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

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

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

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

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

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

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

- low-fat milk
- 100% orange juice
- seltzer with lemon

“Read It Before You Eat It!” (Nutrition Facts Labels)

Activity Sheet #18

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

1. Where is the “Nutrition Facts” label located on most foods? back/side of packaged food
2. Write one reason you should look at the “Nutrition Facts” label of food: Reasons may be any of the following: to find out the serving size; or find out how much sugar, salt, fat, calories, vitamins, minerals, fiber, and protein are in the food.
3. What is the serving size of this food? one ounce or about 18 chips
4. If you ate the whole package, how many ounces would you have eaten? How many calories? two ounces or 300 calories
5. Take a guess! What food do you think this mystery product is? potato chips

Activity Sheet #20

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

I did the following physical activities:

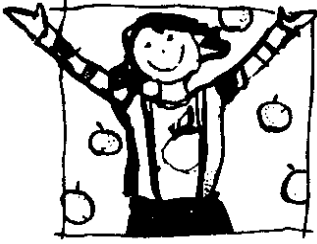
The amount of time I spent being active:

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

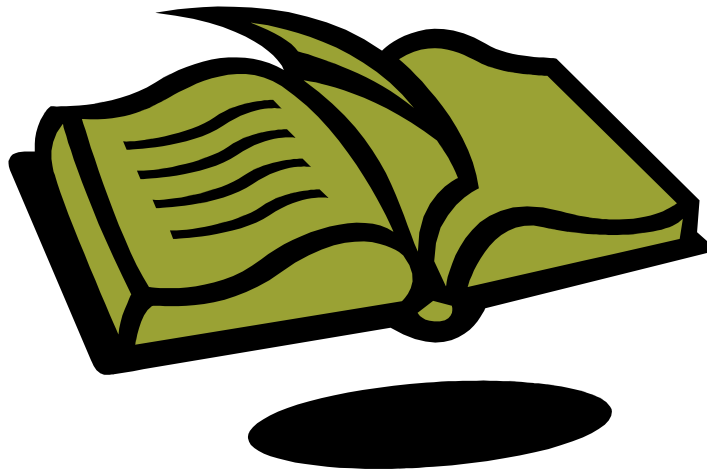
I will try to make these three changes in my eating and exercise habits:

1. _____
2. _____
3. _____

(Remember - small steps make a big difference!)




Background Nutrition Information



Background Nutrition Information

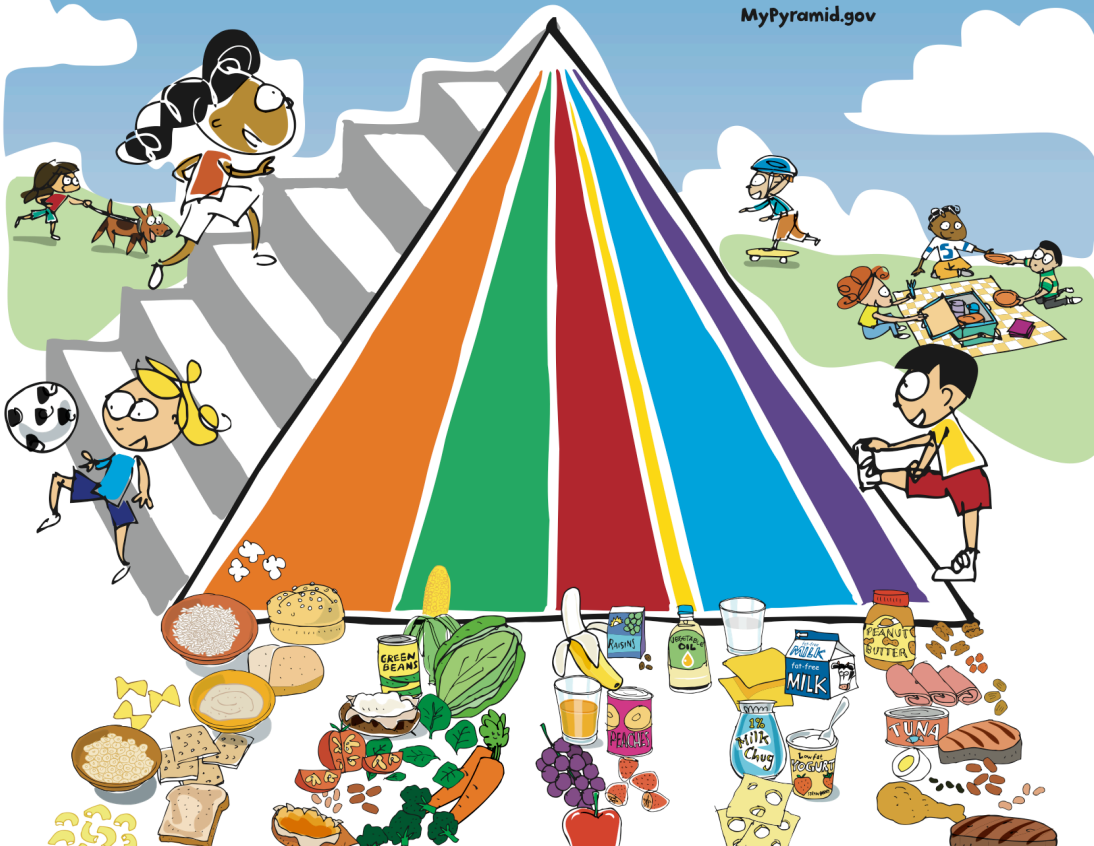
Section A: MyPyramid




MyPyramid

Eat Right. Exercise. Have Fun.


MyPyramid.gov





Grains	Vegetables	Fruits	Milk	Meat & Beans
<p>Make half your grains whole</p> <p>Start smart with breakfast. Look for whole-grain cereals.</p> <p>Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").</p>	<p>Vary your veggies</p> <p>Color your plate with all kinds of great-tasting veggies.</p> <p>What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.</p>	<p>Focus on fruits</p> <p>Fruits are nature's treats – sweet and delicious.</p> <p>Go easy on juice and make sure it's 100%.</p>	<p>Get your calcium-rich foods</p> <p>Move to the milk group to get your calcium. Calcium builds strong bones.</p> <p>Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.</p>	<p>Go lean with protein</p> <p>Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.</p> <p>It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.</p>
<p>For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.</p>				
<p>Eat 6 oz. every day; at least half should be whole</p>	<p>Eat 2 1/2 cups every day</p>	<p>Eat 1 1/2 cups every day</p>	<p>Get 3 cups every day; for kids ages 2 to 8, it's 2 cups</p>	<p>Eat 5 oz. every day</p>
<p>Oils Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.</p>				
<p>Find your balance between food and fun</p> <ul style="list-style-type: none"> Move more. Aim for at least 60 minutes everyday, or most days. Walk, dance, bike, rollerblade – it all counts. How great is that! 		<p>Fats and sugars – know your limits</p> <ul style="list-style-type: none"> Get your fat facts and sugar smarts from the Nutrition Facts label. Limit solid fats as well as foods that contain them. Choose food and beverages low in added sugars and other caloric sweeteners. 		



MyPyramid.gov
STEPS TO A HEALTHIER YOU



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September 2005
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Background Nutrition Information

Section A: MyPyramid

A Close Look at MyPyramid For Kids

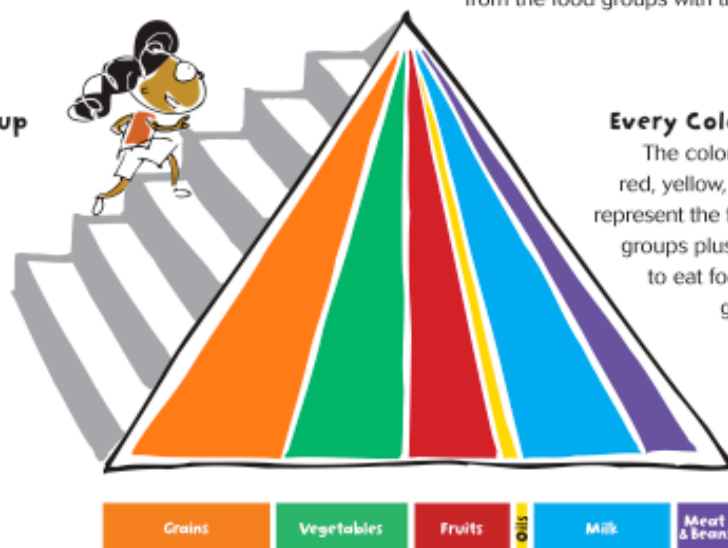
MyPyramid for Kids reminds you to be physically active every day, or most days, and to make healthy food choices. Every part of the new symbol has a message for you. Can you figure it out?

Be Physically Active Every Day

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

Choose Healthier Foods From Each Group

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



Eat More From Some Food Groups Than Others

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

Every Color Every Day

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

Make Choices That Are Right for You

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

Take One Step at a Time

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



U.S. Department of Agriculture
Food and Nutrition Service
September 2005
FNS-300



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Background Nutrition Information

Section A: MyPyramid

Explanation & Key Points of MyPyramid

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

1. **Variety:** Each food group provides our bodies with different sets of nutrients that are necessary to grow strong and healthy bodies. The five main color bands represent the five food groups: grains, vegetables, fruit, milk (calcium-rich products), and meat & beans, plus a thin yellow band representing oils. Wholesome foods from all five food groups are needed every day. Sweets are not in any food group and are considered to be “extras.”
2. **Proportionality:** The different widths of the colored food bands suggest how many servings from each food group a person should eat: the wider the band, the more servings recommended. Visit the MyPyramid website at www.mypyramid.gov to determine the appropriate number of servings recommended for different people based on age, weight, and activity level.
3. **Activity:** The importance of being active every day is demonstrated by the figure walking up the stairs on the left side of the pyramid. It’s recommended that children aim for at least 60 minutes of physical activity every day, which can be divided throughout the day to meet daily goals.
4. **Moderation:** The width of the band for each food group narrows as it approaches the top of the pyramid, representing the idea that more processed, packaged food products should be eaten in lesser amounts. For example, whole-grain bread belongs at the foundation of the grain group; white bread would belong closer to the narrower section at the top. Fresh apples belong at the foundation of the fruit group; canned fruit in sugary syrup would be closer to the top. Baked potatoes would be at the foundation of the vegetable group; fries would be closer to the top.
5. **Personalization and Gradual Improvement:** The figure walking up the steps of the pyramid and the name, “MyPyramid,” emphasize finding the healthy eating and exercise plan that works for you. Take small steps each day to improve your eating and exercise habits. Celebrate your victories by feeling and looking better!

Background Nutrition Information

Section A: MyPyramid

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

1. Grains: “Kids with Brains Eat Whole Grains!”

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

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

2. “Vegetables, Vegetables, RAW! RAW! RAW! Go Green, Go Orange! That’s Where the Nutrients Are!”

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

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

3. Fruits: Mother Nature’s Sweet Treats “Kiwis and apples and pears -- Oh my!”

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

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

4. Got Milk?

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

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

5. Meat & Beans

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

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

Background Nutrition Information

Section B: The Five Food Groups

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

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

Background Nutrition Information

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

Sample Label for
Macaroni and Cheese

Start Here

Limit these Nutrients

Get Enough of these Nutrients

Footnote

Nutrition Facts	
Serving Size 1 cup (228g) Servings Per Container 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
% Daily Value*	
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 1.5g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Quick Guide to % DV

5% or less is low

20% or more is high

Label Reading:

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

Background Nutrition Information

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

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

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

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

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

CALORIES: The number of calories per serving.

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

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

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

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

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

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

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

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

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

PROTEIN: The grams of protein per serving.

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

Background Nutrition Information

Section D: Recommended Resources

Action for Healthy Kids
www.afhk.org

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

American Dietetic Association
www.eatright.org

American Heart Association
www.americanheart.org

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

Centers for Disease Control and Prevention
**[www.cdc.gov/HealthyYouth/Nutrition/
Making-It-Happen](http://www.cdc.gov/HealthyYouth/Nutrition/Making-It-Happen)**

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

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

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

Dole SuperKids Program
www.dolesuperkids.com

Eating Disorder Referral and Information
Center
www.edreferral.com

Fruits & Veggies More Matters
www.fruitsandveggiesmorematters.org

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

FoodPlay Productions
www.foodplay.com

HealthierUS
www.healthierus.gov

Healthy Kids Challenge
www.healthykidschallenge.com

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

Kids Health
www.kidshealth.org

MyPyramid
www.mypyramid.gov

National Dairy Council
www.nationaldairycouncil.org

National Gardening Association
www.kidsgardening.com

Nutrition for Kids
www.nutritionforkids.com

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

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

School Nutrition Association
www.asfsa.org

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

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

Official FOODPLAY Song Sheet



"JUGGLING SUPERSTAR!"

(Note: Johnny can be replaced with Janey)

(Refrain)

Juggling Superstar—

Johnny that's what you are.

**Healthy food and fun exercise
will take your dreams soaring through the sky.**

His name is Johnny, he's a juggler, and he's feeling
real good.

He'll make it to the top team, like you know he
should!

And he'll owe it all to Coach and to all of you who
took him to school,
to help him to learn about the "Eat-to-Win" rule!

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

1-2-3-4!

(Refrain)

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

I said his name is Johnny, now he's a juggling star.
Balancing his diet and staying active will take him
far.

He eats to win, he wins to eat.
Keeping his mind and body healthy is a terrific feat.

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

(Refrain)

"TREAT YOUR BODY RIGHT!" RAP

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

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

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

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

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

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



School Resource Kit



Information for School Nurse

Greetings! We know how busy you are and want to thank you for taking the time to help your students develop healthy eating and physical activity habits. Here you will find a host of fun-filled activities to follow up the FOODPLAY program. You will find a sheet with the FOODPLAY Pledge of Allegiance and snack cards that can be reproduced and distributed to children as a fun handout. Additional activities in this section and in the Teachers' Section can be used throughout the year to help integrate nutrition and health into core curriculum areas and meet state and national standards. We hope these activities will provide fun ways for everyone at your school to work together to create a healthy learning environment and effective school wellness policies.

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

 **FOODPLAY Pledge & Snack Recipe Cards**

 **How to Build a Healthy School Environment**

Back to
Main Menu

FOODPLAY

The Pledge of Allegiance



I pledge allegiance to my body for all it does for me, and to the community of which I am a part, one planet, under the sun, interconnected, with health and happiness for all.

I will try to:

- Eat more fruits and vegetables every day.
- Fuel up on Pyramid Power foods.
- Read It Before I Eat It!
- Eat breakfast every day.
- Enjoy being active.
- Feed healthy messages to my mind.
- Make choices that are good for my health and for the health of the planet.



J.J.

Coach

My Signature

Date



FOODPLAY's Favorite Fun Snacks



Good for your health and the health of the planet!

- ★ Fruit – grab a piece of fruit and eat it on the way!
- ★ Fruit Parfait – yogurt or soy yogurt with layers of cut-up fruit
- ★ Veg Out – baby carrots, celery sticks, broccoli trees, and green pepper pinwheels with dip or salad dressing
- ★ Trail mix – nuts, seeds, raisins, and dry cereal
- ★ English muffin or pita bread pizza
- ★ Popcorn, sunflower seeds, pumpkin seeds, soy nuts, almonds
- ★ Salsa Sticks – melt low-fat cheese on tortilla, roll up and dip into salsa (great with beans inside too!)
- ★ Leftovers like rice and beans, tofu stir fry, or pasta salad
- ★ Whole grain cereal, milk or soy milk, and cut-up fruit
- ★ Crackers or rice cakes with apple/nut/soy butter, or hummus
- ★ Fruit Smoothie – blend 100% fruit juice, yogurt or soy milk, and fruit such as frozen banana and/or strawberries
- ★ 'Soda Naturale' – half 100% fruit juice, half seltzer

KIDS, PARENTS, TEACHERS:
Visit us for fun ideas, tips, and free stuff!
www.foodplay.com



SODA NATURALE

INGREDIENTS:

Seltzer Water
Any 100% Fruit Juice: Orange, grape, cranberry, etc.



WHAT TO DO:

1. Mix together half seltzer and half juice in a cup.
2. Name your soda and make up a cool label. Paste it on a recycled bottle and package your drink!

(There are 10 teaspoons of sugar in a can of soda!
For a tasty but healthy drink, make your own soda...naturally!)

YOGURT PARFAIT

INGREDIENTS:

Yogurt or soy yogurt
Cut up fruit (like strawberries, bananas, peaches, apples)
Topping (cereal, granola, nuts, seeds)



WHAT TO DO:

1. Put a layer of yogurt in the bottom of a cup, then add a layer of fruit, then another layer of yogurt, then another layer of fruit, and a last layer of yogurt.
2. Finish off with your favorite topping.



How to Build a Healthy School Environment!

We, at FoodPlay Productions, have had the opportunity to visit thousands of schools each year bringing our live nutrition theater shows and fun-filled resources to enthusiastic audiences. We've learned a great deal in the process, and have seen wonderful examples of whole school communities—students, parents, teachers, food service, nurses, and administrators—working together to create a healthy school environment and an innovative and effective wellness policy.

We hope this primer will be of help to you. We've listed 30 fun, low-budget ideas schools can use to create happy and healthy places in which to learn. It does take a healthy village to raise a healthy child, and we look forward to working with you. Thanks for your dedicated efforts!

—Barbara Storper, MS, RD

Think Outside the Lunchbox!

FoodPlay's Top 30 Fun Ways to Create a Healthy School Environment!

1. At the beginning of the year, create a fun way to introduce your school food service staff to students and teachers in order to give staff proud ownership of the meals they turn out and to encourage a positive relationship between all groups. Little things mean a lot—holding a special “silly hat day” or “holiday theme” in which food service staff can shine, can do a lot in creating a successful school year.
2. Take a survey or set up student groups of “Taste Testers!” to determine what students like to eat. Encourage weekly or monthly “taste tests” where students can rate different meal options or try new foods. Incorporating their favorites increases participation in breakfast and lunch programs
3. Excite teachers about nutrition and health by providing information that is of special concern to them. Keep an up-to-date bulletin board in the teachers' room and post articles about nutrition discoveries and innovative actions other schools have tried. The more teachers find the articles relevant to their needs, the more motivated they'll be to include them in their lesson plans.
4. Advertise menus in advance, highlighting weekly health specials. Or, create a healthy food labeling system to make it easier to recognize the best available options—perfect for a class project!
5. Try new innovative fundraising activities instead of candy sales, such as talent shows, family bingo night, auctions, tag sales, or healthy bake sales. Other options include selling class cookbooks, flowers, and calendars.
6. Provide “grab n' go” breakfasts or a breakfast cart filled with healthy favorites such as yogurt, granola, and fresh fruit. On test days, offer special breakfasts and lunches (with financial support from the school or PTO funds!).

7. Turn the cafeteria into a learning laboratory! Display posters you collect or encourage the art teacher to have students paint posters promoting healthy foods and fun physical activities that you can hang as a special "Student Art Gallery" throughout your lunchroom.
8. Celebrate diversity by serving up healthy ethnic meals from the variety of cultures represented by your student body. Put a map of the world on your cafeteria wall. Work together with social studies and language teachers to inspire students to learn where foods come from.
9. Fill vending machines with healthy foods such as water, 100% fruit and vegetable juices, low-fat milk, popcorn, pretzels, baked chips, fresh and dried fruit, yogurt, trail mix, low-fat crackers and cookies such as fig bars, gingersnaps, or graham crackers. Have students get involved.
10. Invite students, teachers, and parents to help plan the menus for school lunches, and, with community support, try to incorporate locally grown produce from nearby farms, if possible.
11. Use holidays to promote and celebrate healthy foods from different cultures. Invite parents to conduct food demonstrations with classes, sharing some family favorites. Or, invite parents to create a multi-cultural pot luck feast and talent show as a special event or fundraiser.
12. Teach students about healthy foods in the classroom before introducing them to kids in the lunchroom. Studies show that students who learn about foods in class, eat from two to nine times as many of the new healthy foods as schoolmates who do not learn about them first.
13. Encourage classes to visit the new MyPyramid website, mypyramid.gov, where students can analyze their diets, discover their nutrient needs and make healthy changes.
14. Create a fun nutrition resource cart or display filled with videos, DVDs, curricula, magazine articles, and books from which parents, teachers, and students can borrow recommended resources.
15. If there is a convenience store nearby where students buy snacks after school, have teachers incorporate a lesson to educate students about which snacks would be healthiest. Create a "Make a Snack Counter-Attack Game" where kids are asked to select the top ten healthiest snacks for less than one dollar each. Encourage them to write letters to the store managers to request that more healthy snacks are sold.
16. If possible, take a field trip to a local farm or farmers' market to teach students where food comes from. You may even be able to offer a weekly farmers' market at your school that teachers, kids, and parents can buy fresh produce from!
17. Start a school garden (or window sill garden!) and involve students in all aspects. Vegetables planted can then be served at mealtime. Work together with teachers to foster in class lessons about gardening and nutrition.
18. Make the teachers' and nurse's rooms healthy, stress-free environments—with water that is drinkable, working refrigerators, healthy snack machines, hot water machines, and space to enjoy a healthy lunch or time-out period. PTO members may be interested in setting helping create these.
19. Encourage teachers to praise students' successes verbally or with fun rewards, such as stickers, extra recesses, walks, or parties instead of with sweets or candy.

(continued)

And Now, Promoting Physical Activity:

20. Enlist the help of the principal to be your school's health leader. See if she/he will hold special lunches where kids can eat at his/her table and ask questions. Or, he/she can lead regular walks outside with classes. Or, make announcements over the loudspeaker offering inspiring healthy quotations or promoting "take-an-active-break" throughout the week.
21. Create "walking buses" or biking clubs where students can walk or bike to school together instead of taking the bus.
22. Develop interesting walking maps that classes can use to take interesting walks around the school or neighborhood while learning how to follow maps. Or create a fitness track around the school for students to use before and after school.
23. Provide students and teachers with ideas, materials, and classes to help reduce stress including yoga, meditation, tai chi, activity breaks, and reading time.
24. Invite the art teacher to lead students in mural making, where students' favorite physical activities are painted along hallways, in stairwells, or in the gym.
25. Encourage students to meet together and come up with their own ideas for cool after-school activities. Favorites include: hip-hop or swing dancing, martial arts, juggling, yoga, or cooking.
26. Incorporate physical activity into school fundraising activities such as walk-a-thons, car washes, dance contests, or competitive sports games.
27. Encourage teachers to start class or take breaks with stretching or jumping jacks to help reduce stress and energize students.
28. Sponsor a "Health and Fitness Day", during which students can learn about the benefits of a healthy lifestyle and have the opportunity to try new activities and healthy snacks.
29. Encourage students, teachers, and parents to participate in school-wide sports events, emphasizing the benefits of school pride, teamwork, and physical activity.
30. Last, but not least, trigger school-wide excitement and get everyone on board to create a healthy school environment by bringing innovative programs to your school. At FoodPlay Productions, we offer Emmy Award-winning nutrition education theater shows featuring amazing feats of juggling, colorful characters, music, magic, and audience participation to turn kids on to healthy habits. According to USDA, sponsored evaluations show FoodPlay's shows dramatically improve students' eating and exercise habits! And, FoodPlay's research-based programs come complete with comprehensive, standards-based nutrition education materials for everyone involved—students, teachers, parents, food service, and health staff—to help schools integrate nutrition education into core curricula and keep the health messages alive all year long!

**For more fun ways to make nutrition come alive, visit our
website: www.foodplay.com**

or contact us:

1-800-FOODPLAY (1-800-366-3752) • info@foodplay.com

School Wellness Resource List

United States Department of Agriculture

www.fns.usda.gov/tn/Healthy/wellnesspolicy.html

Massachusetts Public Health Association

www.mphaweb.org/documents/CommunityActiontoChangeSchoolFoodPolicy.pdf

New England Food and Dairy Council

www.newenglanddairyCouncil.org/wellness/flyers.html

School Nutrition Association

www.schoolwellnesspolicies.org

California Project LEAN

www.californiaprojectlean.org

Alliance for a Healthier Generation

www.healthiergeneration.org

FoodPlay Productions

www.foodplay.com

Action for Healthy Kids

- "Wellness Policy Tool"
www.actionforhealthykids.org/wellnesstool/
- "Resources to Improve Schools"
www.actionforhealthykids.org/resources.php

Center for Science in the Public Interest

- "School Foods Tool Kit"
www.cspinet.org/nutritionpolicy/policy_options.html
- "Constructive Classroom Rewards"
www.cspinet.org/nutritionpolicy/constructive_rewards.pdf

School Wellness Checklist

In the cafeteria...

- ___ Are lunch schedules set at reasonable times? Some schools find that recess periods before lunch help students quiet down during lunch and reduce plate waste.
- ___ Does your cafeteria serve wholesome, nutritious meals and fresh fruits and vegetables in an attractive way?
- ___ Are there choices available in the form of salad bars, baked potato bars, pasta bars, deli bars, fresh fruit bars, or yogurt parfait stations allowing students more freedom in what they select?
- ___ Do students have adequate time to buy and eat their breakfasts and lunches?
- ___ Are lunchroom monitors present to help keep the noise level down, but not so rigid that students can't enjoy eating?

In the classroom...

- ___ Do students receive regular health and nutrition classes?
- ___ Are nutrition education efforts in the classroom tied to the foods being served in the cafeteria?
- ___ Do teachers celebrate with healthy foods as well as sweets for class parties and holidays?
- ___ Are any physical activities incorporated into the classroom to increase concentration and mental alertness—such as stretching, jumping jacks, juggling, yoga, tai chi, or karate?
- ___ Are the nurse, food service staff, or health educator available to help with nutrition education in the classroom?
- ___ Does your school have up-to-date nutrition and health videos, curricula, and references available?

At recess and break time...

- ___ Do students have the opportunity to participate in active games or have ways to be physically active during recess such as walking, jogging, running, jumping, skipping, dancing, or stretching?
- ___ Are there walking trails around the school that classes can use for an exercise break?

In the hallways...

- ___ Do the water fountains work and are they accessible?
- ___ Are the vending machines in the hallways and teachers lounge stocked with healthy choices?
- ___ Are hallways, cafeteria, gym, and classrooms free of advertisements and posters promoting candy, soda, and fast food?
- ___ Are teachers and staff practicing what they preach with healthy eating and exercise habits?

(continued)

In the gym...

- ___ Do all children have regularly scheduled gym classes?
- ___ Do gym classes offer a wide variety of activities including cooperative learning games and activities that work for students of different temperaments?
- ___ Are there posters or artwork in the gym celebrating students of all shapes and sizes being physically active?

In before-school and after-school programs...

- ___ Do special programs exist to encourage students to walk or ride bikes to and from school?
- ___ Does the school have a variety of sports teams, such as basketball, soccer, or field hockey, for students to join?
- ___ Is there well-maintained equipment available for students to use before and after school, such as basketballs, soccer balls, or jump ropes?
- ___ Are there free exercise classes, such as Pilates, acrobatics, or weightlifting available for students to participate in?
- ___ Is there transportation available, such as a late bus, for students who wish to participate in after-school programs?
- ___ Are school facilities available for after-school programs and on weekends for recreational use by the community?

In other areas throughout the school...

- ___ Are healthy and tasty food choices served at conferences and parent and staff meetings?
- ___ Do concession stands at school sports events serve healthy foods?
- ___ Does the PTO or PTA raise funds by selling something other than candy?
- ___ If there are bake sales, is there an effort made to promote the use of whole grains, fruits, and lower fat/sugar recipes? If so, can the recipes for the foods be distributed as well?
- ___ If it is essential that students are weighed and measured, can they be screened with utmost sensitivity, and not in front of one another, and with the understanding that "every body is different and different is a good thing!"
- ___ If student weights are sent home to parents, are there materials offering healthy nutrition and activity tips provided as well?
- ___ Does the school sponsor multi-cultural days or health fairs so that foods from different cultures and healthy activities can be celebrated?



School Resource Kit



Information for School Food Service

Greetings! We know how busy you are and want to thank you for taking the time to help your students develop healthy eating and physical activity habits. Here you will find a host of fun-filled activities to follow up the FOODPLAY program.

On the day of the FOODPLAY assembly, you may wish to create a special “FOODPLAY PYRAMID POWER LUNCH” and use the menu and lunch labels provided in this section. There is also a fun Pyramid Power Activity Sheet that can be reproduced and distributed to children during the special lunch.

Additional activities in this section and in the Teachers’ Section can be used throughout the year to help you link cafeteria with classroom learning, celebrate your school lunch and breakfast programs, and generate interest in creating healthy schools and effective school wellness policies.

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



Fun FOODPLAY Activities



Pyramid Power Lunch Menu



Lunch Labels



Pyramid Power Activity



How to Build a Healthy School Environment

[Back to Main Menu](#)



Fun FOODPLAY Activities for School Food Service Staff

By Barbara Storper, MS, RD

To help make the most of FOODPLAY, here are some fun activities you can do which will help link cafeteria with classroom learning, celebrate your school lunch and breakfast programs, and generate interest in creating Wellness Committees to improve the nutrition and health environments at your school.

How to Make the Most of FOODPLAY: Top 10 Activities

- 1) FOODPLAY gets children excited about eating more fresh fruits and vegetables. If at all possible, plan to serve fresh fruit (cut-up in a salad or accompanied with a yogurt dip) or fresh vegetables (in a salad, at a salad bar, or cut-up with a dip) as part of lunch on the day FOODPLAY comes to your school. Or, plan a special FOODPLAY lunch on the day of the performance.

We've provided you with a special "FOODPLAY Menu" as well as fun labels you can copy, cut out, and display with the lunch offerings. We've also provided a fun "Pyramid Power" activity you can copy and distribute to students. (See next page.)

- 2) Make arrangements to visit each classroom following the performance to answer students' questions about the show or about food and nutrition. Discuss the day's lunch menu, draw a pyramid on the board and have kids divide up the lunch menu into the corresponding food groups. Discuss your school's lunch and breakfast programs. Get feedback from students. What do they like most about school lunch and breakfast? What needs improving?
- 3) Make a HUGE fruit salad with (or without) the help of all your kids! Serve the salad as a dessert at lunchtime, or as a special school-wide snack promoting fruits and veggies! You can even try a yogurt sundae bar where kids get a scoop of fruit salad on which they can put their favorite flavor of yogurt and toppings such as nuts, wheat germ, coconut, raisins, etc.
- 4) Have kids write JJ or Coach a letter about what they learned from FOODPLAY. Have them create a healthy menu they would like to make for the Coach and JJ if the characters were to be their lunch or breakfast guests. Or, have them write a list of the things they learned from FOODPLAY.
- 5) Encourage your art teacher to use FOODPLAY as a theme for posters or murals. Have students paint pictures about what they learned from FOODPLAY or their favorite parts of the show. Adorn the cafeteria walls with these new masterpieces.
- 6) Give a tour of the cafeteria to classes and as a special treat, have kids prepare a tasty healthy snack together. Make "snack stations" where children can visit and learn how to make a series of healthy tasty snacks. Or, throughout the year, throw "tasting parties" to encourage kids to try new nutritious foods and let kids vote on new foods to be added to the school lunch menu.

- 7) Reproduce FOODPLAY's "Breakfast Rap" and sing it together with younger students when you make your follow-up FOODPLAY class visits. Or, see if groups of children can sing it over the loudspeaker as part of the school's daily announcements.

FOODPLAY Breakfast Rap:

"School's not just the place to feed your mind.
Feed your body here, too, at breakfast time.
Cereal, milk, fruit, and toast,
that's the kind of breakfast that will give you the most.

Don't start your day hungry,
You need your stomach full.
If you don't get breakfast home,
you can get it at school.

School breakfast, way to go!
School breakfast, way to go!"

© 2000 FoodPlay Productions

- 8) Make a Nutrition Resource Cart filled with your favorite nutrition education materials to share with teachers. Serve as your school's nutrition resource specialist. Make the materials teacher-friendly and available on loan. Include USDA's TEAM Nutrition materials along with videos, curricula, puppets, books, posters, and recommended references. Check out FoodPlay's Emmy Award-winning "Janey Junkfood's Fresh Adventure!" DVD Kit, and our children's book of the same name. Both extend the themes of the FOODPLAY show and both come with teacher guides. All our materials are available at www.foodplay.com.
- 9) Keep a bulletin board of food-related topics of interest for teachers and a list of great class projects to help teachers link cafeteria with classroom learning.
- 10) Invite parents to come to the FOODPLAY show and have them stay for lunch (or come for breakfast). Feature a special Parent's Day lunch (or breakfast) where parents can sit and eat a healthy meal with their children.

Visit us at **www.foodplay.com** and check out **www.mypyramid.gov** for more fun food and nutrition ideas.

Thanks for all your efforts helping to make nutrition come alive at your school.



FOODPLAY'S Pyramid Power Lunch Menu



Appetizer



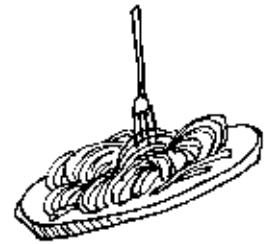
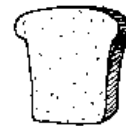
Carrot and Celery Sticks with Dip

Lunch

JJ's Favorite Spaghetti and Meatballs

Olympic Juggler's Tossed Salad

Whole Grain Bread



Beverage

Got Milk? I Do!



Dessert

FOODPLAY'S
Fresh Adventure Fruit Salad



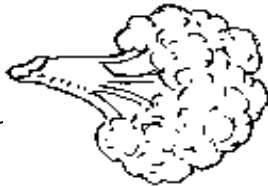


Lunch Labels

Photocopy these labels on colored paper, cut out and label the menu items served!

THE
OLYMPIC
JUGGLER'S
TOSSED
SALAD!

Vegetables! Vegetables!
Raw! Raw! Raw!



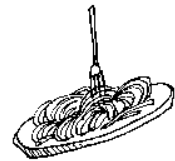
Go Green! Go Orange!
That's where the nutrients are!



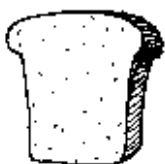
FOODPLAY'S FRESH ADVENTURE
FRUIT SALAD!



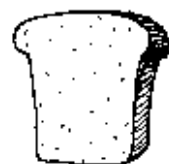
JJ'S FAVORITE SPAGHETTI
AND MEATBALLS



KIDS WITH BRAINS EAT WHOLE GRAINS!



BREAD





FOODPLAY's Pyramid Power Activity

**Kids: Draw a line from each menu item to its place on MyPyramid,
and draw pictures of your favorite foods!**

Carrot and Celery
Sticks with Dip

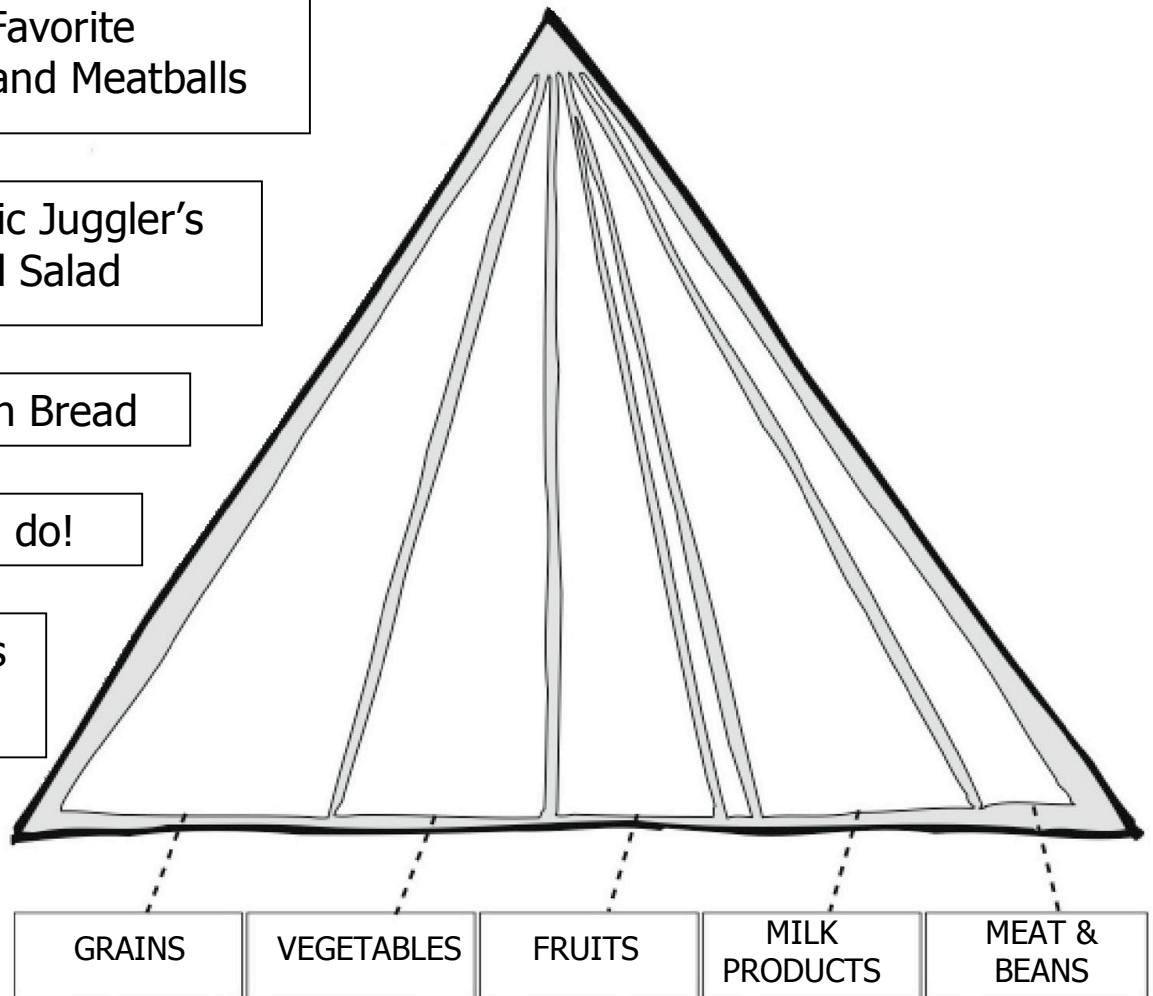
JJ's Favorite
Spaghetti and Meatballs

The Olympic Juggler's
Tossed Salad

Whole Grain Bread

Got Milk? I do!

FOODPLAY's
Fruit Salad





How to Build a Healthy School Environment!

We, at FoodPlay Productions, have had the opportunity to visit thousands of schools each year bringing our live nutrition theater shows and fun-filled resources to enthusiastic audiences. We've learned a great deal in the process, and have seen wonderful examples of whole school communities—students, parents, teachers, food service, nurses, and administrators—working together to create a healthy school environment and an innovative and effective wellness policy.

We hope this primer will be of help to you. We've listed 30 fun, low-budget ideas schools can use to create happy and healthy places in which to learn. It does take a healthy village to raise a healthy child, and we look forward to working with you. Thanks for your dedicated efforts!

—Barbara Storper, MS, RD

Think Outside the Lunchbox!

FoodPlay's Top 30 Fun Ways to Create a Healthy School Environment!

1. At the beginning of the year, create a fun way to introduce your school food service staff to students and teachers in order to give staff proud ownership of the meals they turn out and to encourage a positive relationship between all groups. Little things mean a lot—holding a special "silly hat day" or "holiday theme" in which food service staff can shine, can do a lot in creating a successful school year.
2. Take a survey or set up student groups of "Taste Testers!" to determine what students like to eat. Encourage weekly or monthly "taste tests" where students can rate different meal options or try new foods. Incorporating their favorites increases participation in breakfast and lunch programs
3. Excite teachers about nutrition and health by providing information that is of special concern to them. Keep an up-to-date bulletin board in the teachers' room and post articles about nutrition discoveries and innovative actions other schools have tried. The more teachers find the articles relevant to their needs, the more motivated they'll be to include them in their lesson plans.
4. Advertise menus in advance, highlighting weekly health specials. Or, create a healthy food labeling system to make it easier to recognize the best available options—perfect for a class project!
5. Try new innovative fundraising activities instead of candy sales, such as talent shows, family bingo night, auctions, tag sales, or healthy bake sales. Other options include selling class cookbooks, flowers, and calendars.
6. Provide "grab n' go" breakfasts or a breakfast cart filled with healthy favorites such as yogurt, granola, and fresh fruit. On test days, offer special breakfasts and lunches (with financial support from the school or PTO funds!).

7. Turn the cafeteria into a learning laboratory! Display posters you collect or encourage the art teacher to have students paint posters promoting healthy foods and fun physical activities that you can hang as a special "Student Art Gallery" throughout your lunchroom.
8. Celebrate diversity by serving up healthy ethnic meals from the variety of cultures represented by your student body. Put a map of the world on your cafeteria wall. Work together with social studies and language teachers to inspire students to learn where foods come from.
9. Fill vending machines with healthy foods such as water, 100% fruit and vegetable juices, low-fat milk, popcorn, pretzels, baked chips, fresh and dried fruit, yogurt, trail mix, low-fat crackers and cookies such as fig bars, gingersnaps, or graham crackers. Have students get involved.
10. Invite students, teachers, and parents to help plan the menus for school lunches, and, with community support, try to incorporate locally grown produce from nearby farms, if possible.
11. Use holidays to promote and celebrate healthy foods from different cultures. Invite parents to conduct food demonstrations with classes, sharing some family favorites. Or, invite parents to create a multi-cultural pot luck feast and talent show as a special event or fundraiser.
12. Teach students about healthy foods in the classroom before introducing them to kids in the lunchroom. Studies show that students who learn about foods in class, eat from two to nine times as many of the new healthy foods as schoolmates who do not learn about them first.
13. Encourage classes to visit the new MyPyramid website, mypyramid.gov, where students can analyze their diets, discover their nutrient needs and make healthy changes.
14. Create a fun nutrition resource cart or display filled with videos, DVDs, curricula, magazine articles, and books from which parents, teachers, and students can borrow recommended resources.
15. If there is a convenience store nearby where students buy snacks after school, have teachers incorporate a lesson to educate students about which snacks would be healthiest. Create a "Make a Snack Counter-Attack Game" where kids are asked to select the top ten healthiest snacks for less than one dollar each. Encourage them to write letters to the store managers to request that more healthy snacks are sold.
16. If possible, take a field trip to a local farm or farmers' market to teach students where food comes from. You may even be able to offer a weekly farmers' market at your school that teachers, kids, and parents can buy fresh produce from!
17. Start a school garden (or window sill garden!) and involve students in all aspects. Vegetables planted can then be served at mealtime. Work together with teachers to foster in class lessons about gardening and nutrition.
18. Make the teachers' and nurse's rooms healthy, stress-free environments—with water that is drinkable, working refrigerators, healthy snack machines, hot water machines, and space to enjoy a healthy lunch or time-out period. PTO members may be interested in setting helping create these.
19. Encourage teachers to praise students' successes verbally or with fun rewards, such as stickers, extra recesses, walks, or parties instead of with sweets or candy.

(continued)

And Now, Promoting Physical Activity:

20. Enlist the help of the principal to be your school's health leader. See if she/he will hold special lunches where kids can eat at his/her table and ask questions. Or, he/she can lead regular walks outside with classes. Or, make announcements over the loudspeaker offering inspiring healthy quotations or promoting "take-an-active-break" throughout the week.
21. Create "walking buses" or biking clubs where students can walk or bike to school together instead of taking the bus.
22. Develop interesting walking maps that classes can use to take interesting walks around the school or neighborhood while learning how to follow maps. Or create a fitness track around the school for students to use before and after school.
23. Provide students and teachers with ideas, materials, and classes to help reduce stress including yoga, meditation, tai chi, activity breaks, and reading time.
24. Invite the art teacher to lead students in mural making, where students' favorite physical activities are painted along hallways, in stairwells, or in the gym.
25. Encourage students to meet together and come up with their own ideas for cool after-school activities. Favorites include: hip-hop or swing dancing, martial arts, juggling, yoga, or cooking.
26. Incorporate physical activity into school fundraising activities such as walk-a-thons, car washes, dance contests, or competitive sports games.
27. Encourage teachers to start class or take breaks with stretching or jumping jacks to help reduce stress and energize students.
28. Sponsor a "Health and Fitness Day", during which students can learn about the benefits of a healthy lifestyle and have the opportunity to try new activities and healthy snacks.
29. Encourage students, teachers, and parents to participate in school-wide sports events, emphasizing the benefits of school pride, teamwork, and physical activity.
30. Last, but not least, trigger school-wide excitement and get everyone on board to create a healthy school environment by bringing innovative programs to your school. At FoodPlay Productions, we offer Emmy Award-winning nutrition education theater shows featuring amazing feats of juggling, colorful characters, music, magic, and audience participation to turn kids on to healthy habits. According to USDA, sponsored evaluations show FoodPlay's shows dramatically improve students' eating and exercise habits! And, FoodPlay's research-based programs come complete with comprehensive, standards-based nutrition education materials for everyone involved—students, teachers, parents, food service, and health staff—to help schools integrate nutrition education into core curricula and keep the health messages alive all year long!

**For more fun ways to make nutrition come alive, visit our
website: www.foodplay.com**

or contact us:

1-800-FOODPLAY (1-800-366-3752) • info@foodplay.com

School Wellness Resource List

United States Department of Agriculture

www.fns.usda.gov/tn/Healthy/wellnesspolicy.html

Massachusetts Public Health Association

www.mphaweb.org/documents/CommunityActiontoChangeSchoolFoodPolicy.pdf

New England Food and Dairy Council

www.newenglanddairyCouncil.org/wellness/flyers.html

School Nutrition Association

www.schoolwellnesspolicies.org

California Project LEAN

www.californiaprojectlean.org

Alliance for a Healthier Generation

www.healthiergeneration.org

FoodPlay Productions

www.foodplay.com

Action for Healthy Kids

- "Wellness Policy Tool"
www.actionforhealthykids.org/wellnesstool/
- "Resources to Improve Schools"
www.actionforhealthykids.org/resources.php

Center for Science in the Public Interest

- "School Foods Tool Kit"
www.cspinet.org/nutritionpolicy/policy_options.html
- "Constructive Classroom Rewards"
www.cspinet.org/nutritionpolicy/constructive_rewards.pdf

School Wellness Checklist

In the cafeteria...

- ___ Are lunch schedules set at reasonable times? Some schools find that recess periods before lunch help students quiet down during lunch and reduce plate waste.
- ___ Does your cafeteria serve wholesome, nutritious meals and fresh fruits and vegetables in an attractive way?
- ___ Are there choices available in the form of salad bars, baked potato bars, pasta bars, deli bars, fresh fruit bars, or yogurt parfait stations allowing students more freedom in what they select?
- ___ Do students have adequate time to buy and eat their breakfasts and lunches?
- ___ Are lunchroom monitors present to help keep the noise level down, but not so rigid that students can't enjoy eating?

In the classroom...

- ___ Do students receive regular health and nutrition classes?
- ___ Are nutrition education efforts in the classroom tied to the foods being served in the cafeteria?
- ___ Do teachers celebrate with healthy foods as well as sweets for class parties and holidays?
- ___ Are any physical activities incorporated into the classroom to increase concentration and mental alertness—such as stretching, jumping jacks, juggling, yoga, tai chi, or karate?
- ___ Are the nurse, food service staff, or health educator available to help with nutrition education in the classroom?
- ___ Does your school have up-to-date nutrition and health videos, curricula, and references available?

At recess and break time...

- ___ Do students have the opportunity to participate in active games or have ways to be physically active during recess such as walking, jogging, running, jumping, skipping, dancing, or stretching?
- ___ Are there walking trails around the school that classes can use for an exercise break?

In the hallways...

- ___ Do the water fountains work and are they accessible?
- ___ Are the vending machines in the hallways and teachers lounge stocked with healthy choices?
- ___ Are hallways, cafeteria, gym, and classrooms free of advertisements and posters promoting candy, soda, and fast food?
- ___ Are teachers and staff practicing what they preach with healthy eating and exercise habits?

(continued)

In the gym...

- ___ Do all children have regularly scheduled gym classes?
- ___ Do gym classes offer a wide variety of activities including cooperative learning games and activities that work for students of different temperaments?
- ___ Are there posters or artwork in the gym celebrating students of all shapes and sizes being physically active?

In before-school and after-school programs...

- ___ Do special programs exist to encourage students to walk or ride bikes to and from school?
- ___ Does the school have a variety of sports teams, such as basketball, soccer, or field hockey, for students to join?
- ___ Is there well-maintained equipment available for students to use before and after school, such as basketballs, soccer balls, or jump ropes?
- ___ Are there free exercise classes, such as Pilates, acrobatics, or weightlifting available for students to participate in?
- ___ Is there transportation available, such as a late bus, for students who wish to participate in after-school programs?
- ___ Are school facilities available for after-school programs and on weekends for recreational use by the community?

In other areas throughout the school...

- ___ Are healthy and tasty food choices served at conferences and parent and staff meetings?
- ___ Do concession stands at school sports events serve healthy foods?
- ___ Does the PTO or PTA raise funds by selling something other than candy?
- ___ If there are bake sales, is there an effort made to promote the use of whole grains, fruits, and lower fat/sugar recipes? If so, can the recipes for the foods be distributed as well?
- ___ If it is essential that students are weighed and measured, can they be screened with utmost sensitivity, and not in front of one another, and with the understanding that "every body is different and different is a good thing!"
- ___ If student weights are sent home to parents, are there materials offering healthy nutrition and activity tips provided as well?
- ___ Does the school sponsor multi-cultural days or health fairs so that foods from different cultures and healthy activities can be celebrated?



School Resource Kit



Information for Parents

Thanks for bringing FOODPLAY to your school! As you know, parents play a critical role in helping children develop healthy eating and active lifestyle habits. FOODPLAY provides a great opportunity for families to start discussing important health and wellness issues. We hope this section will help students bring the FOODPLAY messages home to share with their parents.

You can help by printing and copying the “Parent Letter” and “Parent Tips” and sending them home with the students so parents can discuss some of the topics we will be covering before and after the FOODPLAY program.

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

 **Parent Letter**

 **Parent Tips**

Back to
Main Menu



Dear Parent/Guardian,

We're pleased to announce that thanks to our groundbreaking partnership with FoodPlay Productions, your child will be seeing FOODPLAY, a national award-winning theater show that features amazing feats of juggling, music, magic, and audience participation to help turn kids on to healthy eating and exercise habits. We hope that when your children come home after the show, they'll be more excited about choosing healthy snacks, eating a healthy breakfast, reading food labels, and being physically active every day.

At Hannaford, we believe education is the key to improving the health and eating habits of children and families. That is why we have developed the first-ever storewide nutrition navigation system called Guiding Stars. Hannaford created Guiding Stars to give customers a quick, at-a-glance tool to help find the most nutritious foods in our supermarkets. Be sure to "Reach for the Stars" the next time you shop at Hannaford.

We've also asked FOODPLAY creator, and true leader in the field of children's nutrition, Barbara Storper, MS, RD, to provide you with some quick and easy ways to help your family enjoy fruits and vegetables. You'll find her delicious ideas on the next page.

Hannaford Supermarkets is proud to sponsor FOODPLAY and hopes it will help make it easier for you, your family, and your school to enjoy making healthy choices. It is our pleasure to bring FOODPLAY to your community.

All the best,

A handwritten signature in black ink that reads "Nancy Dumais". The signature is written in a cursive, flowing style.

Nancy Dumais
Marketing Manager
Hannaford Supermarkets

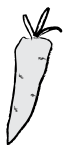


FoodPlay's Top 10

Fun Ways to Turn Kids on to Fruits & Vegetables!

by Barbara Storper, MS, RD

1 Make fruits and veggies kid-friendly. Kids often prefer the bright colors and crunch of raw veggies to cooked ones. Rather than serving fruits and veggies whole, cut them into fun shapes and name them carrot "coins," zucchini "pick-up sticks," broccoli "trees," and red pepper "pinwheels." Cut apples and oranges into "smiles" and bananas into "wheels." Kids love to dunk, so serve veggies along with a dip like hummus or salad dressing, and dip fruits into flavored yogurt or peanut butter.



2 Make fruits and veggies easy to grab. Make "Veggie Grab Bags" with your children—plastic bags of crunchy veggies like baby carrots, cherry tomatoes, snow peas, or whatever is in season. Keep bags in the fridge, and invite kids to grab a few on their way out. They're great to munch on throughout the day, especially when you're on the run and would be tempted to buy a junk food snack when you're hungry.

3 Start a fun family food ritual! Invite your children to go food shopping with you and create a tradition like "Freaky Fruit Friday" or "Veggie of the Week Club" where each child chooses a new fruit or vegetable to try. Create an ongoing family cooking show where your kids prepare and serve a fun fruit or veggie snack.



4 Help kids discover where foods come from by visiting local farms or farmers markets, celebrating the seasons by going apple picking in fall or strawberry picking in summer, or growing a garden together—even if it's only a windowsill herb garden. Try to buy fresh fruits and veggies in season, and when possible, locally grown. They'll taste better and cost less.

5 Explore cultural and ethnic food traditions. Help kids discover how different cultures use fruits and vegetables in their cuisines. Instead of serving sugary treats for celebrations, try treats from other countries such as 'mango-on-a-stick' from Mexico, or edamame (soybeans in pods), a Japanese favorite.

6 Create refreshing alternatives to soda. Each year, the average child drinks over 500 cans of soda, and at 10 teaspoons of sugar per can, children are consuming more than 50 pounds of sugar from soda every year! Instead, have kids make their own 'natural soda.' Fill a glass halfway with 100% fruit juice and top off with seltzer. Encourage kids to create their own combinations, and think up a fun name or even an advertising jingle!

7 Involve kids in the preparation of healthy fruit and veggie snacks. The more they've helped, the more likely they'll be to eat them up! Even the youngest of children can lend a hand, from washing an apple to tearing a piece of lettuce. Kids can create their own fruit smoothies, or put together a "Rainbow Stick" with pieces of cut up fruit on a chopstick or popsicle stick!



8 Sneak veggies into sauces, soups, and stews for more resistant children. Sauté or stir-fry veggies in olive oil with a bit of garlic and soy sauce to make them irresistible! Encourage children to at least take one bite of an unfamiliar food. Studies show that it can take from 10 to 15 tries for a child to come to like a new food.

9 Be a good role model. Show your children how much you like eating fruits and vegetables. Don't pass on the peas, and be enthusiastic when you munch on carrots. Serve healthy food when kids are at their hungriest—after school or before dinner. Promote choice, but limit choices to two options, and make them healthy ones. Instead of asking an open-ended question – "what do you want for a snack?" Ask "do you want a banana or a pear?"



10 For more food fun and to download a free set of "Tickets to Fresh Adventures!" – 14 fun snack recipe cards for nutritious and delicious snacks kids can make with only a little help from grown-ups, visit: www.foodplay.com

