February - Lesson Plan Grades K-1

MY PYRAMID

Objectives

Identify fruits and vegetables

Supplies Needed

February
Pick a **better** snack™ & **ACT** bingo card

MyPyramid Poster

Copies of food pictures included with this lesson

Note to teachers

In the fall lessons, Pick a **better** snack the Color Way was the key message. For the months of December through February the focus will be on Pick a **better** snack™ & **ACT** for the fruit, vegetable, and physical activity lessons. In addition there will be one lesson each month on MyPyramid for Kids. This lesson will allow children to explore the new colorful kid pyramid that was released in the fall of 2005.

USDA's Team Nutrition created classroom lessons to help children explore MyPyramid for Kids. They are available on the web at www.mypyramid.gov/kids. A classroom kit to accompany the lessons can be ordered. The MyPyramid lessons are to be used in the following order:

Level 1 Lessons (grades 1 and 2)
- **Introduction**
- **Lesson 1** (use in December)
- **Lesson 2** (use in January)
- **Lesson 3** (use in February)

Level 2 Lessons (grades 3 and 4)
- **Introduction**
- **Lesson 1** (use in December)
- **Lesson 2** (use in January)
- **Lesson 3** (use in February)

Level 3 Lessons (grades 5 and 6)
- **Introduction**
- **Lesson 1** (use in December)
- **Lesson 2** (use in January)
- **Lesson 3** (use in February)

Each lesson provides curriculum connections and descriptions of student skills. There are lunchroom links, suggestions for home connections and ready-to-print activity sheets.

Teachers can tour the adult version of MyPyramid. www.mypyramid.gov.

Background

For February, the fruit and vegetable categories of MyPyramid are highlighted.

Pick a **better** snack™ campaign was developed by the Iowa Nutrition Network partners with funds from USDA's Food Stamp and Team Nutrition programs. Pick a **better** snack & Act lessons are provided by the Iowa Department of Public Health with funding from Food Stamp Nutrition Education and CDC's Nutrition and Physical Activity Division with additional support from Iowa State University Extension. To view additional campaign materials, go to www.idph.state.ia.us/pickabettersnack.

The green stripe represents the vegetable group. There are five subgroups of vegetables (dark green, orange, dried beans and peas, starchy, and other.) To vary our veggies, we should eat more dark-green vegetables like broccoli, spinach, and other dark leafy greens. We also need to eat more orange vegetables like carrots and sweet potatoes.

Other foods included in the vegetable category include dry beans and peas, starchy vegetables like potatoes, and all "other" vegetables such as tomatoes, mushrooms, iceberg lettuce, bell peppers, etc. French fries, which make up one-fourth of all vegetables eaten by elementary school students, are not a healthy choice. They are high in fat and calories. A medium order of fries has 460 calories, more than one-fourth the total daily calorie intake appropriate for most 8- and 9-year olds. A medium baked potato, however, has only about 100 calories.

The red stripe symbolizes the fruit category. We should eat a variety of fruits. Fresh, canned, dried fruit, and fruit juice count toward the 1 ½ cups of fruit youth need in a day. Fruit juice should be used in limited quantities.

Eating fruits and vegetables can help students be healthy. Fruits and vegetables are excellent sources of many nutrients, including vitamins A and C, potassium, and dietary fiber. Most fruits and vegetables are naturally low in fat and calories and do not contain cholesterol. Vitamin A keeps eyes and skin healthy and helps to protect against infections. Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy. Fiber keeps food moving through the digestive tract.

The child climbing the steps on the side of pyramid encourages physical activity. Being active every day includes a variety of activities like running, walking the dog, playing, swimming or biking. Take one step at a time to be more active. For example, play outside just a few minutes longer after school. Children should be active for 60 minutes on most, preferably all, days of the week.

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html
http://teamnutrition.usda.gov/resources/mypyramidclassroom.html Go to level 1, lesson 3

Do the Activity: Kindergarten & 1st Grade	Place MyPyramid poster in front of the class. Use food models, or cut out individual food pictures. Ask students to identify the correct food group and color stripe for that food. Include several examples of fruits and vegetables to emphasize variety.
1st Grade	Challenge the students to name as many fruits and vegetables as they can in one minute. Write these on the board.
Talk It Over: Kindergarten	Pick a **better** snack ™ focuses on two food groups. What are they? *(fruits and vegetables)* Hide the poster. Can the students remember the correct color stripe for fruits and vegetables? *(vegetables-green, fruits-red)*
1st Grade	Ask the students to look at the list of fruits and vegetables they just developed. Are there any fruits or vegetables they have never tried? Would they like to try them?
Apply:	Read the school lunch menu to the students. Ask the students to identify the fruits and vegetables. Distribute February Pick a **better** snack™ & **ACT** bingo cards. Point out that the snacks on the February bingo cards are apples, bananas, potatoes, and mushrooms. Remind the students the bingo cards show dried and frozen fruit and canned vegetables. Review with the students that when they eat one of these foods, or do one of the activities in the pictures, they can put an “X” through it. On the back of the Pick a **better** snack™ & **ACT** bingo card for each month, there is information for parents and/or grandparents. Encourage students to take the bingo card home and ask their family members to pick out a snack idea to try at home. Remind the students that the back of the card has information about snacks for February.

Extended Activities

Art, Music & PE

Place paper plates and crayons in a learning center. Encourage the students to draw a meal that includes foods from all of the food groups. Construction paper cut into the shape of a glass will need to be available so that the students can include a drink.

Language Arts & Reading

Read Stone Soup by William Furstenberg or Marcia Brown. (Team Nutrition Food & Me p.17) Encourage the students to see the connection between eating foods from the different food groups and the ingredients in the soup.

Math

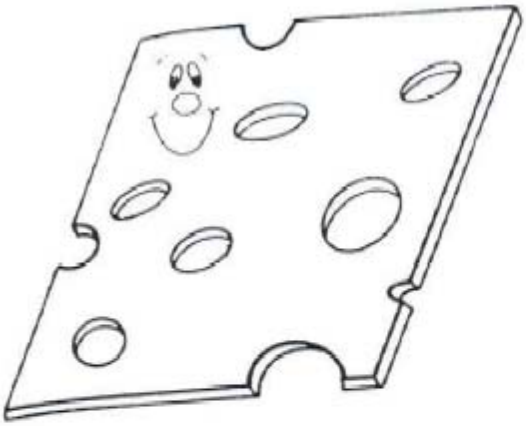
Have students cut out pictures of vegetables from old magazines or seed catalogues. Have the students sort the vegetables by color, shape, or other attributes. Have the students glue the pictures in each group together on a paper. Display the papers and invite the children to describe how they sorted their vegetables. (Team Nutrition Food & Me p.17)

Science & Health

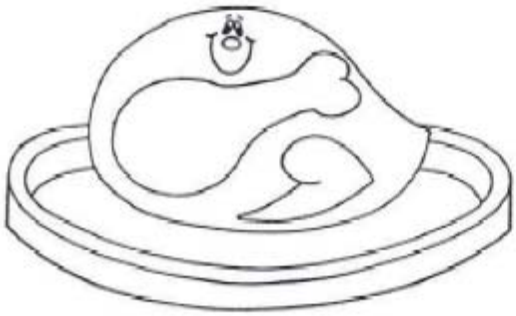
Place pictures of food and grocery bags in a learning center. Cut the bags to 4” high and label them with the food groups’ names mounted on construction paper corresponding to the color of the group on MyPyramid. Model thinking about the food and deciding which food group bag it should be placed. *(If you want the activity to be self checking, a small colored dot could be placed on the back of the food picture to correspond to the color of the food group.)*

Social Studies

Encourage the students to take their Bingo cards with them grocery shopping to see if they can find bananas, potatoes, mushrooms, and apples.

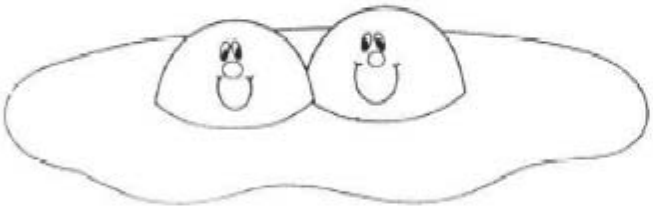


Cheese

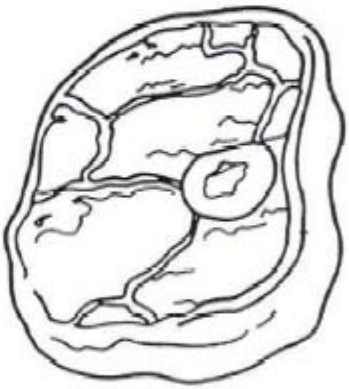


Turkey

Chicken

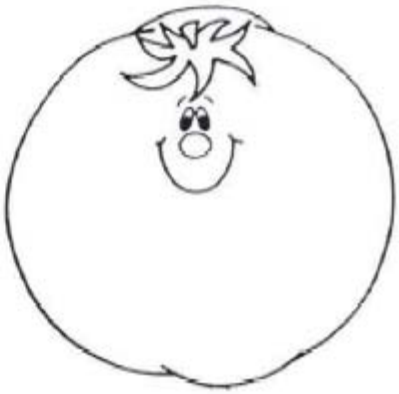


Eggs

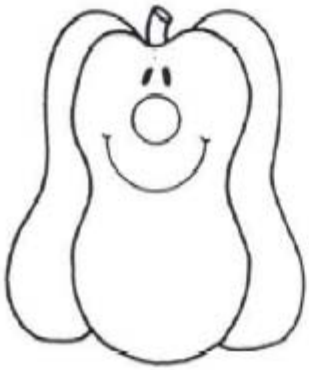


Steak

Corn



Tomato

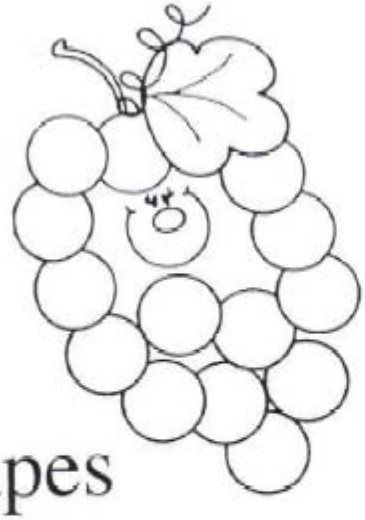


Green Pepper

Broccoli

Milk

Ice Cream



Grapes

Strawberries

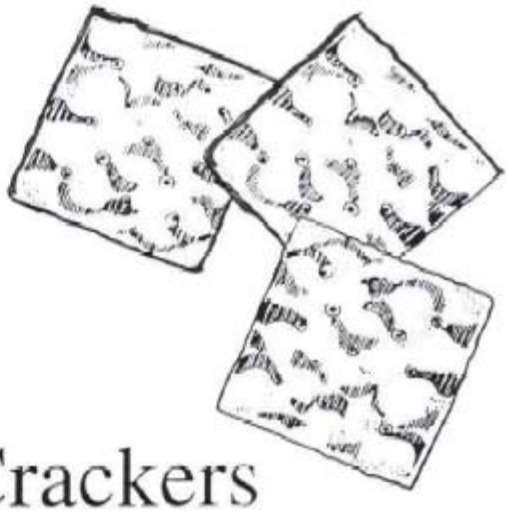
Pineapple

Pear

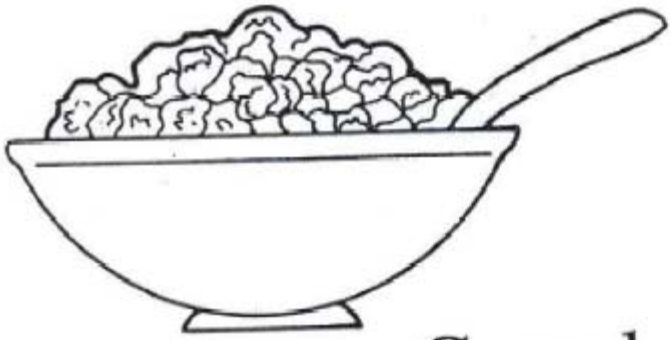
Carrot

Peas

Pancakes

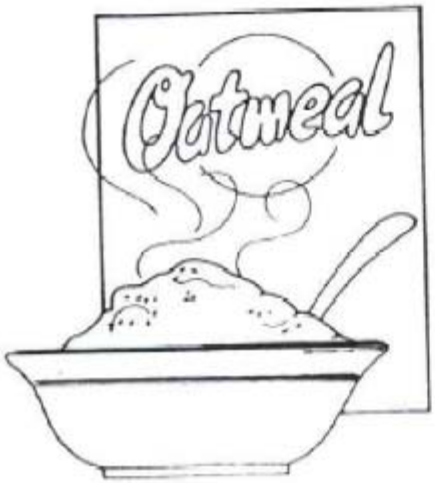


Crackers



Cereal

Bread



Banana

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PHYSICAL ACTIVITY

Objectives

Encourage youth to be physically active every day

Learn the size and location of the heart, that the heart is a muscle and that we need a heart to live.

Understand that being physically active is fun, helps you feel good and is good for your heart.

Supplies Needed

February
Pick a **better** snack™ & **ACT** bingo card

Bicycle pump (optional)

Background

Being physically active and maintaining a healthy weight are both needed for good health, but they benefit health in different ways. Physical activity makes muscles stronger, especially the heart. The normal heart is a strong, hard-working pump made of muscle tissue. It's about the size of a person's fist. The heart has four chambers. The upper two chambers are the right atrium and left atrium, and the lower two are the right ventricle and left ventricle. Blood is pumped through the chambers, aided by four heart valves. The valves open and close to let the blood flow in only one direction.

Dark bluish blood, low in oxygen, flows back to the heart after circulating through the body, it returns to the heart through veins. From there the blood goes to the lungs where it gets fresh oxygen. After the blood is refreshed with oxygen, it's bright red. Then it returns to the heart where the red oxygen-rich blood is pumped out to the body.

Physical activity helps keep the heart strong just like other muscles. Physical activity helps the heart pump blood more efficiently, so the stronger the heart is, the more blood it can pump each time it beats, so it has to pump fewer times each day. Physical activity also helps keep the arteries free of cholesterol. The clearer the arteries, the better the heart pumps the blood.

Regular aerobic physical activity increases your fitness level and capacity for exercise. It also plays a role in both primary and secondary prevention of cardiovascular disease. Physical inactivity is a major risk factor for heart disease and stroke and is linked to cardiovascular mortality.

By including physical activity every day, it is possible to improve health and well-being and have fun too! Physical activity is more than moving your body. It is recommended for children to accumulate 60 minutes of moderate physical activity most days of the week, preferably daily. No matter what activity is chosen, it can be done all at once, or spread over two or three times during the day.

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Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.mypyramid.gov/kids/index.html
www.americanheart.org

Do the Activity:

Ask the children if they know what the heart is, and where it is located. Explain that the heart is the muscle that pumps blood throughout the body. The heart is located in the middle of the chest, just behind the sternum (breastbone), under their ribs. (Have children try to feel their ribs to get a better understanding of where they are.) Ask the children to guess the size of the heart. The heart is about the size of a fist. Ask children to place their hands over their hearts. Then have children make a fist with one hand and look at the size of their fists. Explain that their hearts are a little larger than their fists and that their hearts are located inside their chests.

Ask children to "show their muscles." Discuss what it feels like when a muscle is working. Ask children to make a fist with one hand. Then have them bend that arm at the elbow and feel the muscle in their upper arm. Explain that the heart is a muscle, too. Ask children to tell you what they know about muscles. Have children hold their arm out straight from their shoulder and then bend their lower arm toward their shoulder several times. Ask them to feel the muscle in their front upper arm (*biceps*) as they bend their arm. Ask the students if they feel the muscle move each time you bend your arm? (*Yes*) What do you think would happen to the muscle if you did a lot of this bending every day? (*The muscle would get stronger.*) Point out that like the biceps, the heart is a muscle and exercise will make it stronger, too.

Explain that the heart muscle is a pump. If possible, show children how a bicycle pump works. Let them feel the air rushing out as you push the handle. Some pumps pump air. Some pump water. What does the heart pump? Explain that it pumps blood through the body. Have children squeeze their fists to simulate the pumping action of the heart. Point out that the heart pumps blood all the time. Have children squeeze their fists again and again. Ask them how their hands feel after they have squeezed them many times. Tell them that they cannot start or stop their hearts the way they can start or stop squeezing their fists.

Talk It Over:

Explain that physical activities in which people move around a lot are good activities for the heart because they make the

heart work harder for a while. Ask children to describe activities in which children's hearts are working very hard and the ones in which their hearts are not working as hard. Ask children to tell about activities that they do every day. *When does your heart work very hard? When does your heart work not as hard?*

Apply:

Have the students do various activities to see if they can feel their heart rate increasing. Reinforce that any time they are doing something active it causes their heart to beat faster, therefore strengthening the heart. Some examples:

Running
Walking
Skipping
Dancing
Jumping
Dribbling a ball
Shoot hoops
Head to recess early and play outdoors

Are there some things you could do with your family to encourage everyone to be more active? *go on family walks, play outside together, go roller skating or bowling together*

What are the activities on the January bingo card?

- Play
- Shoot hoops
- March
- Climb
- Run
- Sled
- Kick
- Walk
- Dance
- Bowl
- Build

Discuss the activities with the students. Are there any activities that may be more challenging than others? What are some simple solutions for this? **Remind students to be creative with the bingo card.** For example, “kick” could be a form of martial arts, Tae kwon do, karate, or judo. Even if there is no formal access to martial arts, show the students some kickboxing moves (kicks, punches, jabs) and – pretend!

Source: American Heart Association December 27, 2005
http://www.americanheart.org/presenter.jhtml?identifier=3003073