April - Lesson Plan Grades K-I

EATSMART. PLAYHARD.



Objectives

Learn why healthy snacking is important.

Learn how to make healthful choices for snacks.

Supplies Needed

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

Note to Teachers

For the months of April through May, one lesson will focus on the Eat Smart. Play Hard. ™ campaign, in addition to the Pick a **better** snack™ & **ACT** fruit, vegetable and physical activity lessons.

The Eat Smart. Play Hard. ™ campaign was developed by Food and Nutrition Services of the United States Department of Agriculture. Eat Smart. Play Hard. ™ is about making America's children healthier. It offers practical suggestions that will help motivate children and their caregivers to eat healthy and be active. The Eat Smart. Play Hard. ™ campaign messages and materials are fun for children and informative for caregivers.

The Power Panther™ is the spokes-character for the Eat Smart. Play Hard. ™ campaign. The Power Panther™ is proud to be very fast and physically fit. He can jump as high and as long as a tractor-trailer and can climb the tallest trees. He's also a great swimmer and hiker. The Power Panther™ loves to walk, run or bike most days of the week. He can cover 20 miles a day!

Because the Power Panther[™] plays hard everyday, he needs to keep his energy level up. He eats smart and uses MyPyramid as a guide. The Power Panther[™] eats a variety of fruits, vegetables, and whole grain foods. He hopes boys and girls everywhere will make healthy food choices and be physically active! (Adapted from www.fns.usda.gov)

The focus of the Eat Smart. Play Hard. campaign will change each month.

April Pack up Your Snacks and Go.

May Move More. Sit Less. And Balance Your Day.

Background

Healthy snacks can supply a large portion of nutrients children need for growth. Snacks can help us eat fruits and vegetables, low-fat milk products, and whole grains.

Snacks also provide the added energy requirements children need for growth. Children need the energy provided by

EATSMART, PLAYHARD,

snacks to learn and play.

Snacks should make children more energized. If a snack makes one feel too full or sluggish, the portion size may need to be reduced.

Healthy snacking learned early in childhood will be a habit that lasts a lifetime.

Web Site Resources

www.idph.state.ia.us/pickabettersnack www.fruitsandveggiesmorematters.org www.mypyramid.gov/kids/index.html www.fns.usda.gov/eatsmartplayhard

Do the Activity: Kindergarten

The word "snack" can have a variety of definitions. Ask the students what they think "snack" means. Ask them to give examples of snack foods. (Many children believe "snack" always means a treat. Let them know healthy snacks help us eat foods from MyPyramid to make our bodies healthy.)

Ist Grade

Ask the students to stand if they ate a snack yesterday, last week, last month, last year, or until everyone is standing. Have students form a line. If students agree with the statement "I always choose snacks that are good for my health," have them go to one end of the line. If students agree with the statement, "I eat what I like. I don't think about healthful snacking," have them go to the other end of the line. Have the remaining students compare their snacking habits to others to find a place in the line.

Always	*	*	*	I don't think
Always				i don i inink

(Adapted from Kansas State University-Power Panther Pals.)

Talk It Over: Kindergarten

Explain that snacking should most often include healthy food choices for children to learn, grow and play. Explain that "sweet" snacks and other less healthy snack foods should be eaten less often than healthy snacks.

Ist Grade

Ask the students on the "healthful snacking" end of the line to report what they eat for snacks. Ask others to participate. How can the snack ideas reported be more healthful?

Apply:

What can be done to assist students in having healthier snack





EATSMART. PLAYHARD.

choices? (plan ahead-think of foods listed on MyPyramid, convenience-remember Pick a **better** snackTM How easy is that?)

Have students brainstorm ideas for healthy snacks. Are these ideas included on their list?

Fresh fruit and vegetables (The original snack pack!)
Popcorn or pretzels (Movie popcorn should be
discouraged)

Snack size yogurt or pudding

Canned or dried fruit

Frozen grapes, banana slices or popsicles made from 100% juice

Peanut butter and fruit sandwich (try apple slices, banana or raisins)

Whole-grain crackers and cheese

String cheese

Tortilla with beans, cheese, lettuce and salsa

Pita sandwich with tuna and lettuce

Mini-pizzas made with English muffins or pita bread

Vegetable and noodle soup

Discuss the foods and activities on the April bingo cards. Remind 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 April.

Extended Activities



Art, Music & PE

Play a game connected to the growing of a variety of foods. Choose a student to be the farmer. The other students form a circle around the farmer holding hands. For the first verse, the students circle to the left, and the farmer walks inside to the right. For the second verse, the farmer and the students act out the words. For the third verse, the students stand and clap hands while the farmer chooses a partner. For the fourth verse, the farmer and the partner walk to the right inside the circle as the students join hands and circle to the left. The partner becomes the new farmer to continue the game.





EATSMART. PLAYHARD.

Oats, peas, beans and barley grow;
Oats, peas, beans, and barley grow;
Do you or I or anyone know how
Oats, peas, beans, and barley grow?
First the farmer sows the seed;
Then he stands and takes his ease; (farmer crosses arms)
Stamps his food and claps his hand,
And turns around to view the land. (farmer puts hand over brow to shade eyes)

Waiting for a partner;
Waiting for a partner;
Open the ring and take one in,
And then we'll gladly dance and sing.

Tra la la la la la la; Tra la la la la la la; Tra la la la la la la; Tra la la la la la la.



Language Arts & Reading

Read <u>How Do Dinosaurs Eat Their Food?</u> by Jane Yolen. Encourage the students to look and listen for a variety of foods.



Math

Read <u>Growing Vegetable Soup</u> by Lois Ehlert. (*The story is available on audio tape, also.*) In a learning center, place construction paper cutouts of the vegetables to which the students have been introduced (*zucchini, carrots, broccoli, peppers, cabbage, potatoes and tomatoes*) along with pencils and paper. Have the number of cutouts for each vegetable be 1-20. The students are to sort, count, and write the number of each vegetable that they find in the basket on a recording sheet. (*Recording sheet follows.*)



Science & Health

In a learning center, place What a Good Lunch by Shigeo Watanabe. Copy pictures of the foods from the book. Cut apart page of food groups. Have students match food pictures with food groups after looking through book. (Food group page is included in the lesson.) Many of the food groups are included in the lunch.



Social Studies

Encourage the students to take their bingo cards with them grocery shopping to see if they can find artichokes, pineapples, avocados and grape tomatoes.









Grains



Vegetables



Fruits



Milk



Meat and Beans





April Activity – Grade K-I **EAT** SMART. **PLAY** HARD.



Growing Vegetable Soup Recording Page

Name		
	broccoli	
	cabbage	
	carrots	
	peppers	
	potatoes	
	tomatoes	
	zucchini	





April - Lesson Plan Grades K-I

PHYSICAL ACTIVITY



Objectives

Learn the connection between being physically active and mental health.

Understand the body changes that occur in addition to increased heart rate.

Realize how fun physical activity can be.

Supplies Needed

April
Pick a **better** snack[™] & **ACT**bingo card

Recording of the "Hokey Pokey"; tape player or CD player

Background

Physical activity produces overall physical, psychological and social benefits. Physical activity helps control weight, reduce blood pressure, raise good (HDL) cholesterol, reduce the risk of diabetes and some kinds of cancer and improve mental well-being, including gaining more self-confidence and higher self-esteem.

Physical activity is one of the best ways to decrease stress. When we are physically active, stress is relieved by the release of endorphins. Endorphins are thought to relieve stress and pain naturally, giving one a happy and invigorating feeling. Muscle tension tends to be reduced after a good exercise session and this can promote a feeling of relaxation and calmness. With less stress, many individuals will begin to feel more energized and alive.

Physical activity may enhance body image perception and self-confidence. Being active makes people feel good and when people feel good, their moods seem to elevate. Many studies show that people who are regularly active have a more positive outlook and are happier overall in compared to the inactive population.

Regular physical activity has been shown to greatly diminish and in some cases prevent the symptoms of depression. The exact physiological reason is unknown, but scientists believe that enhancing body image, elevating moods and improving one's health and physical appearance can help boost self-confidence and create a feeling of success, therefore decreasing depression symptoms.

Stress and fatigue negatively affect concentration, comprehension and memory. Since physical activity is a great way to take away stress and increase energy levels, a regular routine will improve mental alertness and overall mental health.

One of the best psychological benefits of physical activity is just feeling energized. One could argue that this is a physical benefit of physical activity; however the psychological benefits greatly contribute to this overall feeling. The

PHYSICAL ACTIVITY

combination of increased self-confidence, decreased stress, better moods, less depression and increased mental health in addition to all of the physical benefits should make anyone feel great!

Web Site Resources

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

Do the Activity: Hokey Pokey Aerobics

Have the students stand by their desks as they perform the Hokey Pokey and sing-a-long. Ask students periodically how they are feeling being physically active.

Hokey Pokey Aerobics

Put your right foot in (lunge forward on the right leg)
Put your right foot out (return to standing position)
Put your right foot in and shake it all about (lunge forward on right leg and lightly bounce up and down in lunge position)
Do the Hokey Pokey and turn yourself about (do jumping jacks while turning in a circle)
Repeat above but do the opposite for the left leg

Put your right arm in (extend arm at the elbow)
Put your right arm out (flex arm at the elbow)
Put your right arm in and shake it all about (do bicep curls)
Do the Hokey Pokey and turn yourself about (do vertical jumps while turning in a circle)
Do the opposite for the left arm

Put your right elbow in (elbow flexed, forearm parallel to the ground, flex shoulder away from body)

Put your right elbow out (elbow flexed, forearm parallel to the ground, extend shoulder back towards body)

Put your right elbow in and shake it all about (arm in same position, flex and extend shoulder)

Do the Hokey Pokey and turn yourself around (hop on your right foot turning in a circle)

Do the opposite for the left elbow

Put your head in (slowly touch chin to chest)

Put your head out (slowly move it back to starting position) Put your head in and shake it all about (slowly move head side to side)

Do the Hokey Pokey and turn yourself around (jog in place while turning in a circle)





PHYSICAL ACTIVITY

Put your right hip in (side jump in)

Put your right hip out (side jump out)

Put your right hip in and shake it all about (jump side to side) Do the Hokey Pokey and turn yourself around (march in place while turning in a circle)

Do the opposite for the left hip

Put your whole self in (forward jump in)

Put your whole self out (backwards jump out)

Put your whole self in and shake it all about (jump in and out) Do the Hokey Pokey and turn yourself around (do leg squats)

Put your backside in (backwards jump in) backwards

Put your backside out (backward jump out)

Put your backside in and shake it all about (jump in and out) Do the Hokey Pokey and turn yourself around (do pushups)

Do the Hokey Pokey, ending-can do regular ending or have students pick their favorite exercise. End with a partner high five!

Let the students "invent" some new moves and teach them to the class.

Talk It Over:

Ask the students:

Why is it important to be physically active? Does getting active make you feel better?

What other feelings do you experience while being active? What other activities could you do that make you feel better or that you have fun doing?

Apply:

After the students have completed the Hokey Pokey ask them what bingo card activities could be checked off. (Students will be able to check off leaping and playing on their bingo cards).

Remind students of the activities they mentioned that made them feel better that could help them complete their bingo card.

Kicking

Riding their bike

Flying a kite

Playing catch

Going for a walk

Playing a game such as basketball, baseball, or

football





PHYSICAL ACTIVITY

Swinging at the playground Skipping Tossing



