



# PHYSICAL ACTIVITY

## Objectives

Encourage students to be physically active for 60 minutes everyday.

Encourage students to explore different and creative ways to be physically active.

## Supplies Needed

September

Pick a **better snack**<sup>™</sup> & **ACT** bingo card

“Children’s Activity Pyramid” worksheet

## Background

Physical activity is an important part of overall health. The National Association of Sport and Physical Education (NASPE) recommends the following physical activity guidelines for children:

1. Children should accumulate at least 60 minutes, and up to several hours, of age-appropriate physical activity on all, or most days of the week. This daily accumulation should include moderate and vigorous physical activity with the majority of the time being spent in activity that is intermittent in nature.
2. Children should participate in several bouts of physical activity lasting 15 minutes or more each day.
3. Children should participate each day in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness, and performance benefits.
4. Extended periods (periods of two hours or more) of inactivity are discouraged for children, especially during the daytime hours.

Children and adolescents can choose any type of moderate or higher intensity physical activity, such as brisk walking, playing tag, jumping rope, or swimming, as long as it adds up to at least one hour a day.

For children and adolescents, regular physical activity has beneficial effects on the following aspects of health:

- Weight
- Muscular strength
- Cardio respiratory (aerobic) fitness
- Bone mass (through weight-bearing physical activities)
- Blood pressure (for hypertensive youth)
- Anxiety and stress
- Self-esteem

Children and adolescents who are just beginning to be physically active should start out slowly and gradually build to higher levels in order to prevent the risk of injury or feel defeated from unrealistic goals. It is important that children and adolescents are encouraged to be physically active by

doing things that interest them. This will help them establish an active lifestyle early on.<sup>1</sup>

<sup>1</sup>This physical activity recommendation is from the Dietary Guidelines for Americans 2005

## Web Site Resources

[www.idph.state.ia.us/pickabetersnack](http://www.idph.state.ia.us/pickabetersnack)

[www.mypyramid.gov/kids/index.html](http://www.mypyramid.gov/kids/index.html)

[www.aahperd.org/NASPE/](http://www.aahperd.org/NASPE/)

[www.cdc.gov/nccdphp/dnpa/physical/recommendations/young.htm](http://www.cdc.gov/nccdphp/dnpa/physical/recommendations/young.htm)

## Do the Activity:

Have students play a game of charades in the classroom using various activities listed on the attached activity pyramid or activities on their September bingo card. A copy of the activity pyramid is included in this lesson.

*(Note: The activity pyramid is different than My Pyramid, the original food guide pyramid. My Pyramid lessons will be December – February.)*

## Talk It Over:

Discuss the importance of physical activity with the students. What does it mean to be physically active, why is it important to be physically active, etc.

Discuss with students that they should be active for 60 minutes most days. Discuss how long one hour (60 minutes) really is. *Examples: two recesses and one television show, two cartoon shows, one physical education class and one recess, etc.*

Discuss how they could be more active. There are many different activities kids can do to move more and sit less.

## Apply:

Ask the students:

What are some activities you could do in September outdoors with your friends?

What are some activities you could do with your family?

What are the activities on the September bingo card?

Walk

Run

Roller skate (roller blade)

Sweep

Stretch

Jump

Slide

Ride a bike

Play

Discuss the activities with the students. Are there any activities that may be more challenging than others to do? What are some simple solutions for this? Remind students to be creative with the bingo card. For example, if they do not have access to a formal volleyball net and ball, create their own “volley” game in the backyard.

# September - Lesson Plan Grades K-I

# THE COLOR WAY



## Objectives

Learn the concept of grouping fruits and vegetables by color.

Learn the need to eat fruits and vegetables from all five color groups to stay healthy.

## Supplies Needed

September

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

Colors

“Color by The Numbers” worksheet

“Colorful Fruits and Vegetables” reference page

## Background

Each year during the month of September, the Produce for Better Health Foundation conducts a nationwide effort to promote eating colorful fruits and vegetables daily for better health. It is important to eat a variety of fruits and vegetables within each of five color groups (blue/purple, green, white, yellow/orange, and red) because individual fruits and vegetables contain different nutrients and phytochemicals.

Phytochemicals are natural plant compounds that may provide a variety of health benefits. “Phyto” comes from the Greek word for plant, so phytochemicals are chemicals found only in plants. Phytochemicals give plants their color and aroma. This means that blue blueberries contain different phytochemicals than green spinach, and oranges smell differently than onions.

It is important to eat a colorful variety every day because each fruit or vegetable has its own mix of vitamins, minerals and phytochemicals that work in different ways to help keep a person healthy:

- Bananas contain the mineral potassium, which helps keep blood pressure normal
- Red peppers contain vitamin C, which helps keep gums healthy
- Grapes contain a phytochemical (Quercetin) that may help keep a person’s heart healthy

Some vitamins, like A and C, and many other phytochemicals are antioxidants. This means they may help prevent disease. Antioxidants work by gobbling up leftover parts of oxygen molecules (called free radicals) before they can damage cells in the body that eventually cause disease.

Activities below have been selected from “There’s a Rainbow on My Plate,” developed by the Produce for Better Health Foundation.

**Note:** Do not emphasize the number five or “five servings”. Download “How many fruits and veggies do you need?” handout at [www.idph.state.ia.us/pickabetersnack](http://www.idph.state.ia.us/pickabetersnack) to quickly calculate how many fruits and vegetables your students need each day.

**Web Site Resources**

[www.idph.state.ia.us/pickabetersnack](http://www.idph.state.ia.us/pickabetersnack)  
[www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)  
[www.mypyramid.gov/kids/index.html](http://www.mypyramid.gov/kids/index.html)

**Do the Activity:  
Colorful Fruits and  
Vegetables in the  
Alphabet  
Kindergarten**

Introduce the activity by helping students associate fruits and vegetables with color. Have students find a crayon in their color box or school collection for each of the color groups (blue/purple, green, white, yellow/orange, and red). Go through the alphabet and try to think of a fruit or vegetable for each letter (No fruit or vegetable names begin with “I”, “Q”, “U”, “V”, or “X”. Use yellow squash or pepper for “Y”. A list of names is included in this lesson.) Have the students hold up the color of crayon they think would be the color group that each of the fruit or vegetable would be in.

Hand out and have the students complete “Color by The Numbers.”

**1<sup>st</sup> Grade**

Write the following color words on the chalkboard: blue/purple, green, white, yellow/orange, and red. Have students think of a fruit or vegetable that starts with the same letter as their name. Ask students to put them in the right color group. (If you eat the skin of a fruit or vegetable, it is grouped by the color of its skin; if you don’t eat the skin, it is grouped by the color of its flesh.)

- Blue/purple – blueberries, eggplant
- Green – cucumber, peas
- White – banana, pear
- Yellow/orange - lemon, carrot
- Red – tomato, radishes

**Talk It Over:**

Talk about produce that can be more than one color such as peppers (red, green, yellow, purple) and grapes (green, red, purple).

Talk about classifying produce by the part we eat. For example, bananas are part of the white group because we eat the white fruit, not the yellow skin. Green apples are part of the green group because we eat the green skin.

**Apply:**

Have the students help plan a different fruit or vegetable snack for each day of the week, representing a different color group each day.

Have the students help plan a fruit or vegetable pizza that would have the five color groups represented.

Distribute the Pick a **better** snack™ & **ACT** bingo cards. The cards will be given out each month. Each month the cards will feature different fruits and vegetables and activities that will help you stay healthy. The snacks on the September bingo card are plum, zucchini, apple, and tomato.

Have the students raise their hands if they have eaten any of the fruit and vegetables pictured on the bingo cards as you identify them. We should eat fruits and vegetables at each meal and for snacks every day. Explain that the bingo cards teach that there are all kinds of fruits and vegetables for you to try and lots of ways to be physically active.

Tell the students that when they eat one of these foods, or do one of the activities, they can put an "X" through the corresponding picture on the bingo card. When they have completed a row, either across, up and down or diagonally, they can turn in the card for incentives.

Extend the Activity



**Art, Music  
& PE**

Provide clay at a learning center. Students might be encouraged to create fruits and vegetables. Students might be encouraged to talk about what color the fruits and vegetables are that they are making.



**Language Arts  
& Reading**

Read Eating the Alphabet: Fruits and Vegetables from A to Z by Lois Ehlert, Harcourt Brace, 1989.



**Math**

Count together the number of fruits and vegetables found in each color group in the pocket chart. Encourage students to make comparisons between the numbers in the color groups. (For example, "We counted five yellow foods, but only one white food.")



**Science &  
Health**

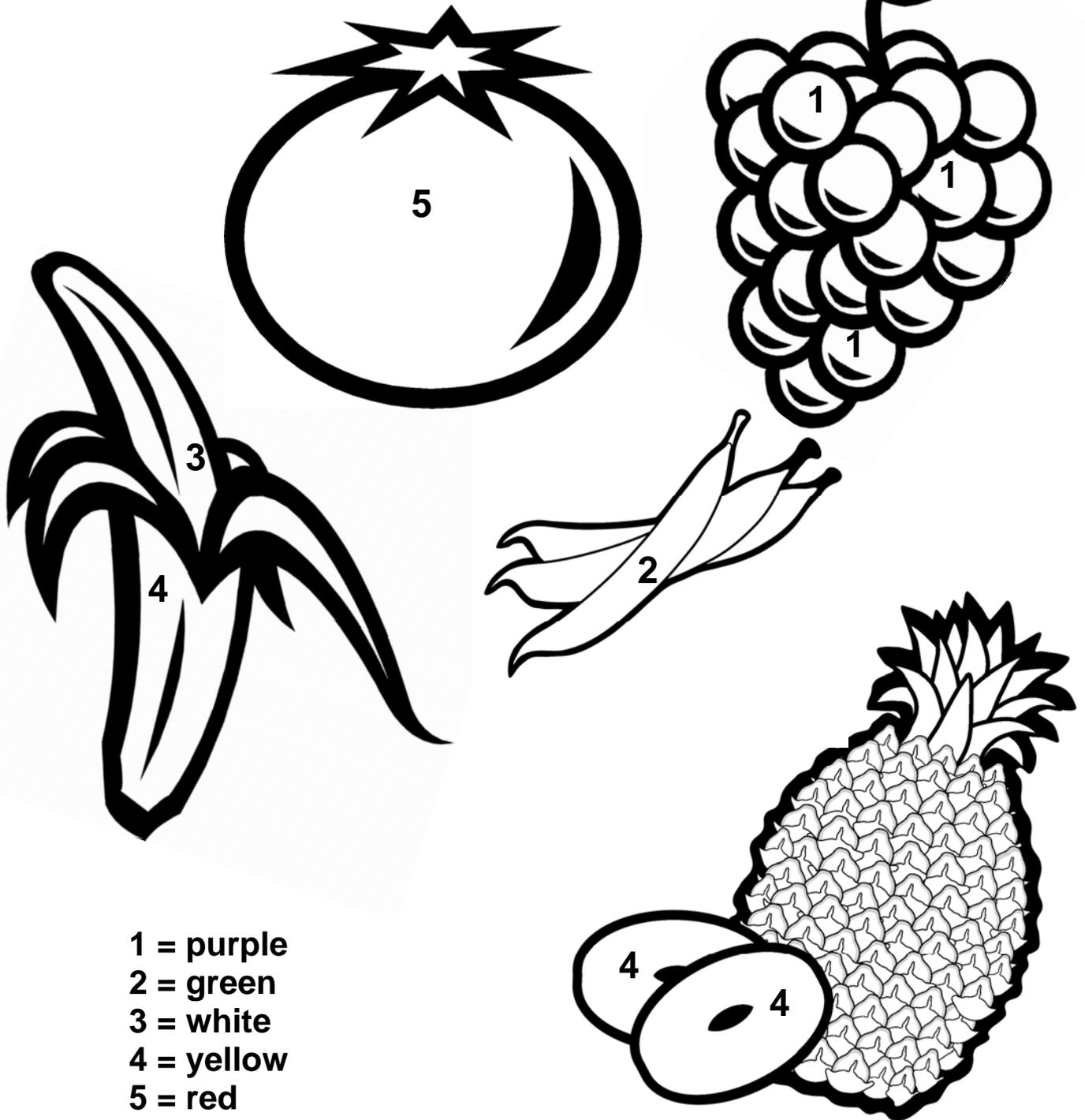
Place food models of a number of fruits and vegetables at a learning center. Have students sort fruits and vegetables by color by placing them on appropriate colors of construction paper.



**Social Studies**

Encourage the students to take their bingo cards with them grocery shopping to see if they can find plums, zucchini, apples, and tomatoes at the store.

## Color By The Numbers



- 1 = purple
- 2 = green
- 3 = white
- 4 = yellow
- 5 = red

Adapted from "Color by Numbers" – page 2 from *There's A Rainbow On My Plate Coloring Book*

## Colorful Fruits and Vegetables

Identify which color group(s) the fruits and vegetables belong to using the following code:

**B** = blue/purple; **G** = green; **W** = white; **Y** = yellow/orange; **R** = red

\*Means that the fruit or vegetable belongs in more than one color group.

	Color Group(s)
Apples*	R, Y, G
Apricots	Y
Artichokes	G
Asparagus*	B, G
Avocados	G
Bananas	W
Beets	R, Y
Belgian Endive	B
Blackberries	B
Blueberries	B
Broccoli	G
Brussels Sprouts	G
Butternut squash	Y
Cabbage*	B, G
Cantaloupe	Y
Carrots*	B, Y
Cauliflower	W
Celery	G
Cherries	R
Chinese Cabbage	G
Cranberries	R
Cucumbers	G
Dates	W
Dried Plums	B
Eggplant	B
Elderberries	B
Endive	G
Figs	B
Garlic	W
Grapefruit*	R, Y
Grapes*	B, G
Green Beans	G
Honeydew Melon	G
Jicama	W
Kiwifruit*	G, Y
Leafy Greens	G
Leeks	G
Lemon	Y
Lettuce	G
Limes	G

	Color Group(s)
Mangoes	Y
Nectarines*	Y, W
Okra	G
Onion*	G, R, W
Oranges*	R (blood), Y
Papayas	Y
Parsnips	W
Peaches*	Y, W
Pears*	R, G, Y
Peas	G
Peppers*	B, G, R, Y
Persimmons	Y
Pineapples	Y
Plums	B
Pomegranates	R
Potatoes*	B, R, W
Pumpkin	Y
Radishes	R
Raisins	B
Raspberries	R
Rhubarb	R
Rutabagas	Y
Shallots	W
Spinach	G
Strawberries	R
Summer Squash	Y
Sweet Corn	Y
Sweet Potatoes	Y
Tangerines	Y
Tomatoes	R, Y
Turnips	W
Watermelon*	R, Y
Winter Squash	Y
Zucchini	G