

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 to quickly calculate how many fruits and vegetables your students need each day.

Web Site Resources

www.idph.state.ia.us/pickabetersnack
www.fruitsandveggiesmorematters.org
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.”

1st 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**

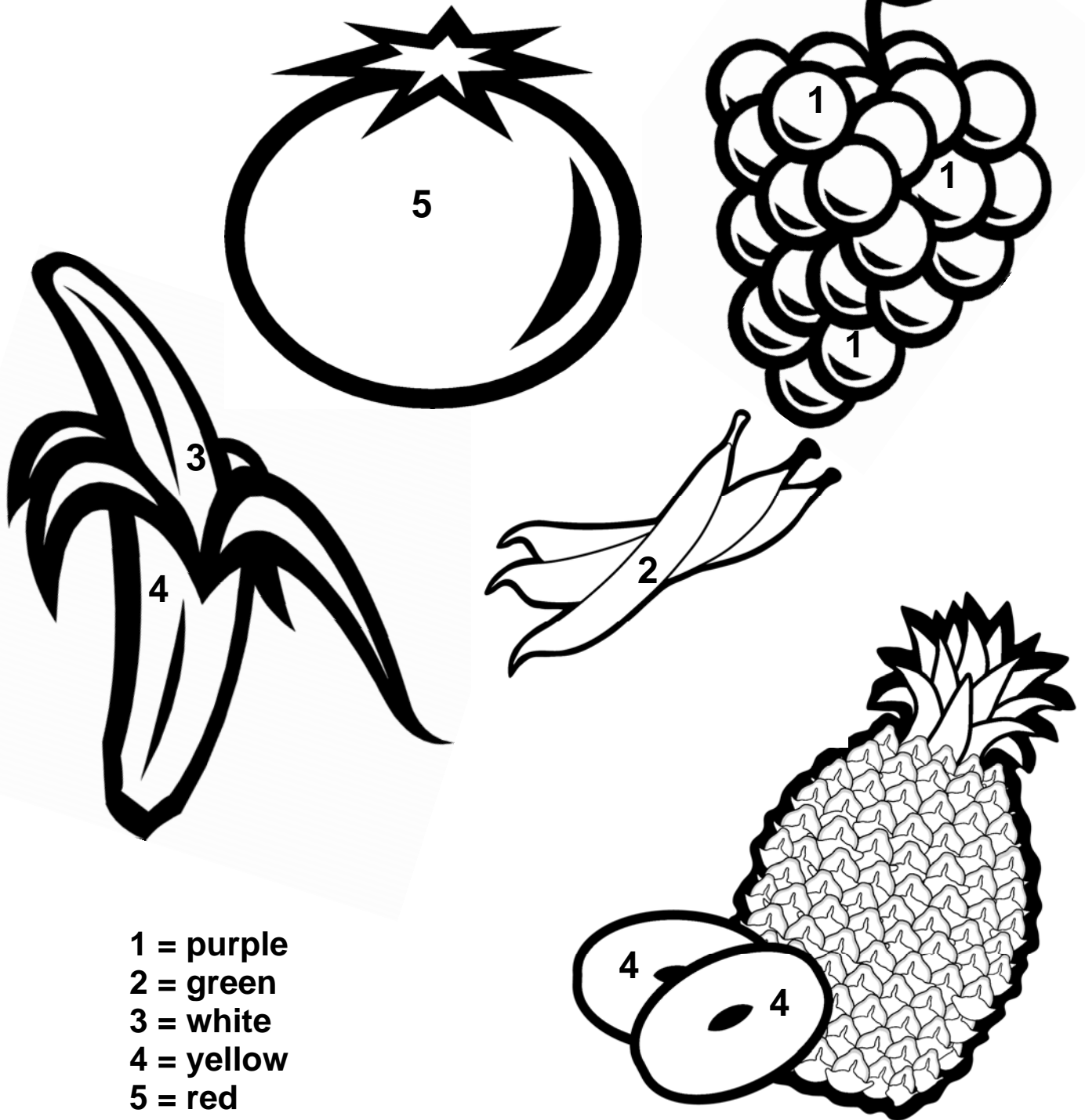
Place food models of a number of fruits and vegetables at a learning center. Have students sort fruits and vegetables by color by placing them on appropriate colors of construction paper.



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

FOCUS ON FRUITS



Objectives

Learn the special characteristics of apples and plums.

Learn that apples and plums are colorful and easy to eat as snacks.

Supplies Needed

September

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

3-4 different varieties of apples

Paper plates

Knife for cutting apples

Plums for sampling

“Apple Chronology” worksheet

Taste Opportunities

Featured Fruits:

Apple

Plum

Background

Apples: There are about 2,500 known varieties of apples grown in the U.S. Thirty-six states grow them commercially with the following as top producers: WA, NY, MI, CA, PA, & VA.

- **Braeburn - Available October through July**
High flavor impact. The crisp, aromatic Braeburn blends sweetness and tartness just right for snacks and salads. Its color varies from greenish-gold with red sections to nearly solid red.
- **Fuji - Available year round**
Like fine wine, its flavor improves with age. Fuji's spicy, crisp sweetness makes it excellent as a snack or for applesauce. Fuji varies from yellow-green with red highlights to very red.
- **Gala - Available August through March**
Heart-shaped, distinctive yellow-orange skin with red striping. It has a crisp, sweet taste that can't be beat. It is the perfect take-along snack anytime. Great in salads.
- **Golden & Red Delicious - Available year round**
Golden's firm, white flesh retains its shape and rich, mellow flavor when baked or cooked, making it the preferred "all purpose" cooking apple. The skin is so tender and thin that it doesn't require peeling. The red is the favorite for eating.
- **Granny Smith - Available year round**
Mouthwatering tartness. Bright green Granny with a pink blush has a crisp bite and a tangy flavor. Its tartness really comes through when baked and sautéed. Enjoy Granny Smiths out of hand or in a salad.
- **McIntosh - Available October through December**
McIntosh is juicy, slightly tart, yet very aromatic with white flesh and a rather tough skin that is two-toned red and green coloring. It's a favorite apple for eating, but is also widely used in salads, sauces, pies and is a mainstay in fresh cider.

February Lesson Plan Grades K-I

Web Site Resources

www.idph.state.ia.us/pickabetersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html

Plums - There are more than 140 varieties of plums sold in the United States. The plum is a drupe—a pitted fruit—related to the nectarine, peach, and apricot, but the plum is far more diverse than its relatives, coming in a wider range of shapes, sizes and especially skin colors. Its flavors also vary from extremely sweet to quite tart. Some plum varieties are specifically bred so that they can be dried and still retain their sweetness, and these are used for prunes (The Wellness Encyclopedia of Food and Nutrition). Plums are a good source of vitamin C.

Download “How many fruits and veggies do you need?” handout at www.idph.state.ia.us/pickabetersnack to quickly calculate how many fruits and vegetables your students need each day.”

Do the Activity: Kindergarten

Sing the song: “I’m A Big Red Apple” (to the tune: “I’m a Little Teapot”). Create new verses based on different ways to eat an apple.

I’m A Big Red Apple

(To the tune: I’m A Little Teapot)

I’m a big red apple
juicy and sweet.

I grow on a tree, and I’m good to eat.
Put me in a pan and bake me ‘til I’m done.
Eating apples is lots of fun.

1st Grade

Discuss the stages of apple development from the bud on the apple tree branch to picking and eating the sweet, red apple.

- 1) There is a bud on the apple tree branch.
- 2) The bud opens up into a flower.
- 3) Bees come to gather pollen and nectar from flower.
- 4) The petals fall off the flower.
- 5) A small apple begins to grow.
- 6) The apple gets bigger.
- 7) The apple turns red and sweet.
- 8) You pick the sweet, red apple and eat it.

The sentences are listed in chronological order on the “Apple

Kindergarten and 1st grade

Chronology” worksheet. Cut the sentences into strips. Have the students put them in chronological order.

Have the students wash their hands.

Cut several different varieties of apples into 4 or 16 cuts, depending on the size of the group. Make the slices as even as possible. Mix up all of the slices and put them on a plate.

Have the students take an apple slice and without talking, look at its shape, color and texture. Then have them search for others who have slices that match theirs. Remind the students to only touch their own slice.

The search continues until they find enough matching slices to make a whole apple.

Review the 5 color groups for fruits and vegetables – blue/purple; green; white; yellow/orange; red

What color should the apple be? *If you eat the skin, an apple could be in the red, yellow/orange, and green color groups.*

What color should the plum be? *A plum would be in the blue/purple color group.*

Talk It Over:
Kindergarten
1st Grade

What are the vegetables on the September Pick a **better** snack™ & **ACT** bingo card?
Zucchini and tomato.

What color groups are these vegetables in?
Zucchini – green; tomato – red

If you ate all of the fruits and vegetables on the September bingo card, would you be eating produce from all of the color groups? *No.*

Which color group would you be missing? *White.*

What fruit or vegetable could you eat that is white to cover all of the color groups? *Bananas, pears, cauliflower, potatoes, mushrooms.*

Apply:

When everyone is finished, talk about the kind of apple they have. Do they know its name? Which kind is their favorite?



**Taste
Opportunity**

Talk about how fruits are good to eat for snacks, for dessert, or at meals.

We need to eat fruits every day. Apples and plums are the fruits featured on the September Pick a **better** snack & **ACT** bingo card. Fruits are convenient – all you need to do to get apples and plums ready to eat for snacks is to Wash. Bite. and Wash. Eat. (How easy is that?)

Plums are good snacks from the blue/purple color group. What are some other snacks that you could eat at home that are blue or purple? Blueberries, grapes, raisins. Wash and cut the plums for the students to sample. Have students eat the apple slices. Talk about how the apples taste and their texture (soft, crunchy, crisp, etc.).

They can then put an “X” through the bingo square of the fruit that they sampled.

On the back of the Pick a **better** snack™ & **ACT** bingo card for each month, there is information for their parents and grandparents. Send the bingo card home and have the students ask their family to pick out a snack idea to try at home.

Extend the Activity

Place the words for “Orange is a Carrot” on sentence strips in a pocket chart. Sing the song with the students modeling pointing under each word.



**Art, Music
& PE**

Orange is a Carrot

Orange is a carrot.

Yellow is a pear.

Purple is a plum,

And brown is a bear.

Green is the grass,

And blue is the sky.

Black is a witch's hat,

And red is cherry pie!



**Language Arts
& Reading**

Kindergarten: Read Each Peach Pear Plum by Janet and Allan Ahlberg, Viking Press, 1978. Rhymed text and illustrations invite reader to play “I Spy” with a variety of Mother Goose and other folklore characters.

1st grade: Read Apples by Gail Gibbons, Holiday House, 2000. Explains how apples were brought to America, how

they grow, their traditional uses and cultural significance, and some of the varieties grown.

In a learning center, place construction paper cutouts of plums. Also, place numeral cards from 1-5. Encourage students to make sets of paper plums that match the numerals. To be self checking, draw the correct number of plums on the back of the numeral cards.



Math

Create a graph of the students' favorite colors of apples to eat. One way to make a graph would be to have the students place their names in a pocket chart above the color of the apple that they like best. Discuss "What can we learn?"

In a learning center, place a number of different varieties of plums for the students to explore with their five senses (except taste and hear).



Science & Health

Place a number of apples in a learning center with the name of the variety on an attached label.

Teach the students a game as they chant about birthdays.

Apples, Peaches

Apples, peaches, pears, and plums,
Tell me when your birthday comes.



Social Studies

As the students sit in a circle, model chant while clapping the beat. A student who is pointed to on the word "comes" will say the name of the month of their birthday. Repeat.

Encourage students to ask their parents to take them to an orchard if your community has one.

Apple Chronology

Mount the sentences on tag board, cut them apart and let the children put them in the correct order.

There is a bud on the apple tree branch.



The bud opens up into a flower.



Bees come to gather pollen and nectar from flower.



The petals fall off the flower.



A small apple begins to grow.



The apple gets bigger.



The apple turns red and sweet.



You pick the sweet, red apple and eat it.



Reproduced from www.nyapplecountry.com

Apple blossom and bud pictures from French National Institute for Agricultural Research website <http://www.international.inra.fr/>

September - Lesson Plan Grades K-I

VARY YOUR VEGGIES



Objectives

Learn the special characteristics of these vegetables: identify the different parts of a plant they come from.

Learn that vegetables are easy to eat as snacks.

Supplies Needed

September

Pick a **better snack**[™] & **Act** bingo card

Optional:

“Container Tomatoes” worksheet

Lesson aids:

A fresh carrot, celery stalk, lettuce leaf, broccoli, corn, apple, zucchini, tomato.

Taste Opportunities

Featured Vegetables:

Zucchini
Tomatoes

Web Site Resources

www.idph.state.ia.us/pickabetersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html

Additional Background

Background

Zucchini: Squash are fleshy vegetables protected by a hard rind. They belong to the plant family that includes melons and cucumbers. Zucchini is part of the summer squash family that can be dark green, light green, bright yellow or any combination. They are tender and tasty when young, but most varieties are tasteless when large and overgrown.

Squash has been a staple for the Native Americans for more than 5,000 years, and was a mainstay for early Europeans who settled in America. George Washington and Thomas Jefferson were enthusiastic squash growers.

Tomato: Currently, tomatoes are one of the most popular vegetables eaten by Americans. They are high in vitamin C and also provide beta-carotene. Botanically speaking, the tomato you eat is a fruit. A "fruit" is any fleshy material covering a seed or seeds. Horticulturally speaking, the tomato is a vegetable plant. The plant is an annual and non-woody.

Download “How many fruits and veggies do you need?” handout at www.idph.state.ia.us/pickabetersnack to quickly calculate how many fruits and vegetables your students need each day.”

Roots: Why do plants have roots? Roots function like feet. They help plants stay firmly in the soil. How do you suppose roots also are like our mouths? They take up water for the plants. Nutrients from the soil enter plants through their roots and help them grow. The water and minerals move from the roots to the stems. Roots come in many different shapes and sizes. Some plants such as beans and tomatoes have thousands of long, thin roots that reach deep into the soil.

Some plants such as carrots and radishes have one long, thick, fat root that has smaller roots coming off it. (*Hold up a real carrot.*) Can we eat this root? What is the name of this vegetable that is a root of a plant? We also eat the thick roots of plants such as sweet potatoes. They are very healthy because of the nutrients they store.

Stems: The stems on plants work like straws. They move water and minerals from the roots up to the leaves and flowers. They also move food that is made in the leaves down to the other parts of the plant, such as the roots, where it is stored. In most plants, the stems support the plants and hold the leaves and flowers, the same way your body holds your arms and legs and keeps you standing tall. (*Hold up a celery stalk with the leaves still on the end.*) Can we eat this stem? What is the name of this vegetable that is a stem on a plant? Where are the leaves and roots? Can you see how food and water would move up and down this stem? We also eat another vegetable that is a stem called asparagus. Have you eaten asparagus? What does it look like?

Leaves: Leaves are very important parts of a plant. They make food that helps the plant grow. They use sunlight, air, and water to make food. Different plants have many different leaf shapes and sizes. You can often tell what kind of plant it is by looking at its leaves. (*Hold up a lettuce leaf.*) Can we eat this leaf? What is the name of this vegetable that is a leaf of a plant? Can you think of other leaves that we eat? Are they different shapes, sizes, and colors?

Flowers: Flowers are usually the prettiest part of the plant. A plant makes flowers to produce seeds. When the flowers die, you may see a fruit, a pod, or a cluster of seeds in the same place the flower bloomed. Flowers are colorful and smell good to attract insects such as bees. These insects pollinate the flowers, which helps form the fruits, pods, and seeds. Seeds are found inside the fruit or pods of tomatoes and peas or on the outside of strawberries and sunflowers. (*Hold up a piece of broccoli.*) Can we eat this flower? What is the name of this vegetable that is a flower of a plant? (*Hold up a container of corn, unless you can find fresh sweet corn.*) What is the name of this vegetable that is a seed? What part of a plant does a seed come from? (*Hold up an apple.*) What is the name of this fruit? What part of a plant does fruit come from? What will you find inside the apple? Fruits contain seeds that start from the flower part of a plant. The parts of plants that we eat are called fruits and vegetables. We should eat a lot of parts of

plants because they contain many nutrients that are good for us.

**Do the Activity:
Plant Parts Song
Kindergarten**

Plants, like people and animals, have different parts. What are some of your parts? (*arms, legs, feet, hands, ears, toes, head, neck, etc.*)

Plants have four basic parts. Do you know what they are? (*roots, stems, leaves, and flowers*)

Do you know the song “Head and Shoulder, Knees and Toes?” Stand away from your chairs, and let’s sing the song and do the motions together.

What if your body was a plant? What part of your body would be the roots? (*feet*)

What part of your body would be the stem? (*body*)

What part of your body would be the leaves? (*arms*)

What part of your body would be the flower? (*head*)

Let’s point to those parts starting with the flower. (*Touch head and say “flower.” Hold out arms and say “leaves.” Touch waist and say “stem.” Touch toes and say “roots.”*)

Now let’s sing the “Head and Shoulders” song using the parts of the plant. (*Sing it once slowly and a second time a little faster.*)

**1st grade
Plant/Body Parts Exercises**

Plants have four basic parts. Do you know what they are? (*roots, stems, leaves, and flowers*)

Stand away from your chairs, and let’s do some exercises with the parts of our body that would represent that of a plant.

What if your body was a plant? What part of your body would be the roots? (*feet*) What exercise can we do that involves our feet? (*walking or marching*)

What part of your body would be the stem? (*body*)

What exercise can we do that involves our body? (*toe touches*)

What part of your body would be the leaves? (*arms*)

What exercise can we do that involves our body? (*arm circles*)

What part of your body would be the flower? (*head*)

What exercise can we do that involves our body? (*head rolls*)

Note: only let students roll their heads forward)

Talk It Over:
Kindergarten
1st Grade

So is a tomato a fruit or a vegetable? *You can see why some people call tomatoes “fruit.” They are the “fruit” of the plant.*

Can you think of other vegetables that are the “fruit” of the plant? *(Hint: one of these is featured on the September Pick a **better** snack & **ACT** bingo card along with a tomato.) Zucchini squash. Other vegetables that grow as fruit would be eggplant, pumpkin, other types of squash, and cucumbers.*

Apply:

Pick a **better** snack™ reminds you that it is easy to eat vegetables as snacks. What vegetables do you eat as snacks at home?

How many of you have ever eaten zucchini? Tomato?



**Taste
Opportunity**

Have the students wash their hands. Cut up zucchini and tomatoes for the students to sample.

They can then put an “X” through the bingo square of the vegetable that they sampled.

How would you get zucchini ready to eat as a snack?

- Wash. Slice. Eat. (How easy is that?)

How would you get a tomato ready for a snack?

- Wash. Slice. Eat. (How easy is that?)

On the back of the Pick a **better** snack™ & **ACT** bingo card for each month, there is information for their parents and grandparents. Encourage students to take the bingo card home and ask their family to pick out a snack idea to try at home.

Extend the Activity



**Art, Music
& PE**

Draw a plant with four basic parts (roots, stems, leave, flowers) and label the parts.



**Language Arts
& Reading**

Read Rehema's Journey by Barbara A. Margolies, Scholastic, 1990. Make a list of fruits and vegetables sold at the market in Tanzania. In this story, African children raised vegetables at school to sell them to buy pencils and other school supplies.



Math

Cut open a tomato and count the seeds. Cut open another tomato and count the seeds. Add the two quantities together.



**Science &
Health**

Plant tomato seeds in a container. (*Directions included.*) Place container in a sunny window or in your school greenhouse to grow.



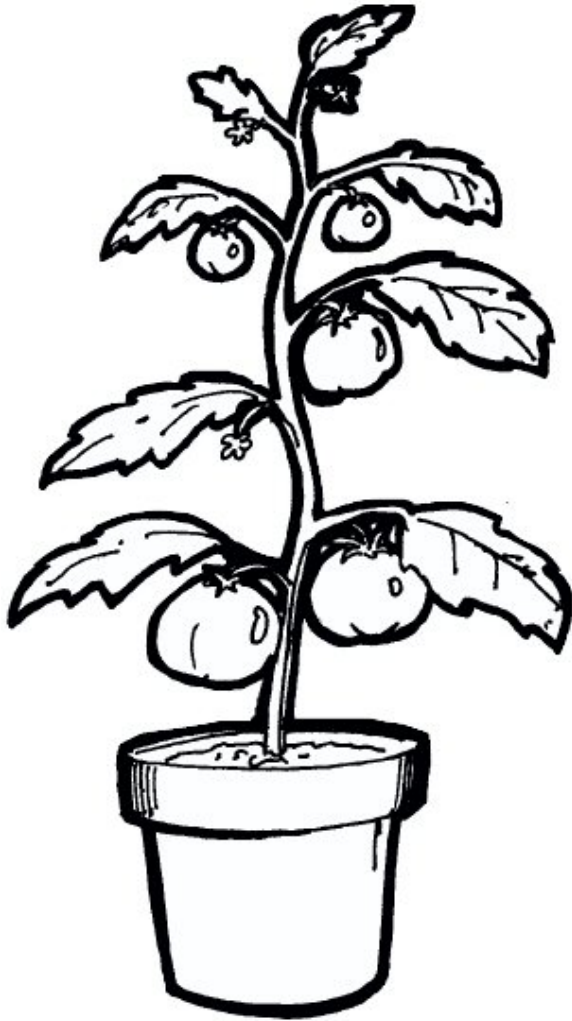
Social Studies

Locate on a map/globe the countries and states in which the vegetables featured this month are grown or originated. (See **Background** section of this lesson.)

VARY YOUR VEGGIES

Container Tomatoes

You don't need a big yard to have a garden. Many kinds of vegetables can be grown in containers.



Materials needed: tomato seeds (cherry tomatoes are a good first choice), soil, container, sunny window.

Planting containers should be at least three inches deep for roots to grow and have small holes for drainage. You can use 4-inch plastic plant pots or old yogurt or cottage cheese containers with drainage holes punches in the bottom. Fill container close to the top with soil and then water. Plant individual seeds about 1/4 inch deep and an inch apart (plant 2-3 seeds per container to ensure one that sprouts). Water the seeds. Place in a sunny window as plants need warmth and light to grow (protect them from cold drafts at night). Keep the soil moist but not soggy. When seedlings have several sets of leaves, you need to thin them out. Move individual plants to larger, individual pots; water regularly. If you have the space, transplant seedlings to an outdoor garden.

Source: *5 A Day and Tomatoes Kids Activity Sheet*, Produce for Better Health Foundation, www.5aday.com



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™ & **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.¹

¹This physical activity recommendation is from the Dietary Guidelines for Americans 2005

Web Site Resources

www.idph.state.ia.us/pickabettersnack

www.mypyramid.gov/kids/index.html

www.aahperd.org/NASPE/

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.

MyActivity Pyramid

Be physically active at least 60 minutes every day, or most days.
Use these suggestions to help meet your goal:

Everyday Activities	Active Aerobics and Recreational Activities	Flexibility and Strength	Inactivity
As often as possible	3-5 times a week	2-3 times a week	Cut down
<ul style="list-style-type: none"> • Playing outside • Helping with chores around the house or yard • Taking the stairs instead of the elevator • Picking up toys • Walking 	<ul style="list-style-type: none"> • Playing basketball • Biking • Playing baseball or softball • Rollerblading • Skateboarding • Playing soccer • Swimming • Playground games • Jumping rope 	<ul style="list-style-type: none"> • Practicing martial arts • Rope climbing • Stretching • Practicing yoga • Doing push-ups and pull-ups 	<ul style="list-style-type: none"> • Watching television • Playing on the computer • Sitting for too long • Playing video games 

Find your balance between food and fun:

- Move more. Aim for at least 60 minutes every day, or most days.
- Walk, dance, bike, rollerblade – it all counts. How great is that!

This publication is adapted from USDA's MyPyramid and was funded in part by USDA's Food Stamp Program.