



## Lesson 1 – Move & Groove As You Eat To Win

### Part 1 – Move & Groove

Estimated time: 30–40 minutes

**Expectation 1:** Students will demonstrate ways in which they can enhance and maintain their health and well-being.

### Content Area – Physical Activity (PA)

PA1 – Students should continue to enjoy physical activities and learn to set and use personal goals for developing or maintaining physical fitness, recognizing that even moderate physical activity can help prevent obesity and heart disease.

**Goal:** To have students understand the various types of activities that are contained in the KID’S ACTIVITY PYRAMID, and what types of activities will bring about greater health and fitness benefits.

### Objectives

The students will be able to:

- Define exercise.
- Identify at least two activities kids should participate in sparingly.
- Identify at least two activities kids should do two to three times a week.
- Identify at least two activities kids should do three to five times a week.
- Identify at least two activities kids should try to do everyday.

**Think & Sink:** Write the “Think & Sink” message on the board in the front of the classroom and in student journals. Ask students to think about the message and let it sink into their brains.

*Get in the groove, you’ve got to move*

**Vocabulary:** (Write on the board and discuss prior to the lesson.) Students can enter vocabulary words in their journal.

Exercise – Any activity that requires physical movement

### On Your Mark

Items needed:

- One copy of the KID’S ACTIVITY PYRAMID HANDOUT for each student
- One copy of the KID’S ACTIVITY PYRAMID WORKSHEET for each student





## Lesson 1 – Move & Groove As You Eat To Win

**Initiating Questions/Lesson Introduction:** (Display KID'S ACTIVITY PYRAMID)

1. Who can tell me what shape we are looking at? *Pyramid*
2. What types of things do you see at the bottom of the pyramid? *Walking, playing, etc.*
3. What types of things do you see at the top of the pyramid? *Watching TV, playing video games, etc.*
4. Why do you think some activities are at the bottom and others are at the top?  
*The ones at the bottom should be done more frequently than the ones at the top.*

In Part I of this lesson, we'll learn about different activities we can do to get and stay fit, and how often kids should be doing the various activities. We'll be using the KID'S ACTIVITY PYRAMID as our guide.

### Learn It!

Pass out the KID'S ACTIVITY PYRAMID HANDOUT. Tell the students that the Kid's Activity Pyramid is a visual reminder of the types of activities kids should cut down on and those they should be doing more frequently.

Let's take a look at the top of the pyramid. You will find the following activities at this level: Watching TV, playing video and computer games, as well as sitting more than 30 minutes at a time. At the next level, you'll find activities you should be doing two to three times a week. Who can look at that level and tell me what things are recommended? *Leisure and playtime as well as strength and flexibility.*

Activities like rollerblading, swimming, running, volleyball, basketball, etc., are all listed in the three to five times a week category. These types of activities should be done for at least 20 minutes. Finally, look at the activities you should be doing daily. What kinds of things should you do as often as you can, every day? *Playing, picking up toys, going for a walk, helping around the house.*

What would happen if all activities were from the "top" of the pyramid? *Increased risk of obesity, heart disease, diabetes, high blood pressure, etc.*

Many of these diseases were previously only be seen in adults, but due to the decreased fitness activities and over consumption of calories in today's youth, these diseases are showing up in kids.

### Let's Go!

Pass out the KID'S ACTIVITY PYRAMID WORKSHEET. Instruct the students to use the handout to complete the worksheet.





## Lesson 1 – Move & Groove As You Eat To Win

### Get Moving!

#### Electricity Game

#### On Your Mark

- Put students in single-file lines (teams)
- One die for each line of students

#### Get Set

Write the following words and corresponding numbers on the blackboard and have students demonstrate each movement for 30 seconds each:

- Running in place #1
- Hopping on one foot #2
- Jumping up and down #3
- Leaping side to side #4
- Spinning in a circle #5
- Imaginary jumping rope #6

#### Let's Play

Have students line up in single-file line teams (approximately four to five students per line). Students hold one hand to simulate connecting an electrical "circuit." The last person in the row holds one die in their free hand. On the teacher's signal "Current On," the student's pass the current from the first student to the last by squeezing the hand of the person behind them. When the current gets to the last student, he/she yells "Current Off," rolls the die, and directs the team line in the activity that corresponds to the number on the die (for example, if the student rolls a four, then all team members "leap side to side"). The students do the activity for 30–60 seconds.

#### Check It!

1. Who can define "exercise?" *Any activity that requires physical movement.*
2. Who can give examples of two activities kids should limit? *Watching TV and playing video games.*
3. Who can give examples of two activities kids should do two to three times a week? *Push-ups, martial arts, strength training, rope climbing, etc.*
4. Who can give examples of two activities kids should do three to five times a week? *Rollerblading, swimming, running, volleyball, etc.*

#### Journal Entry

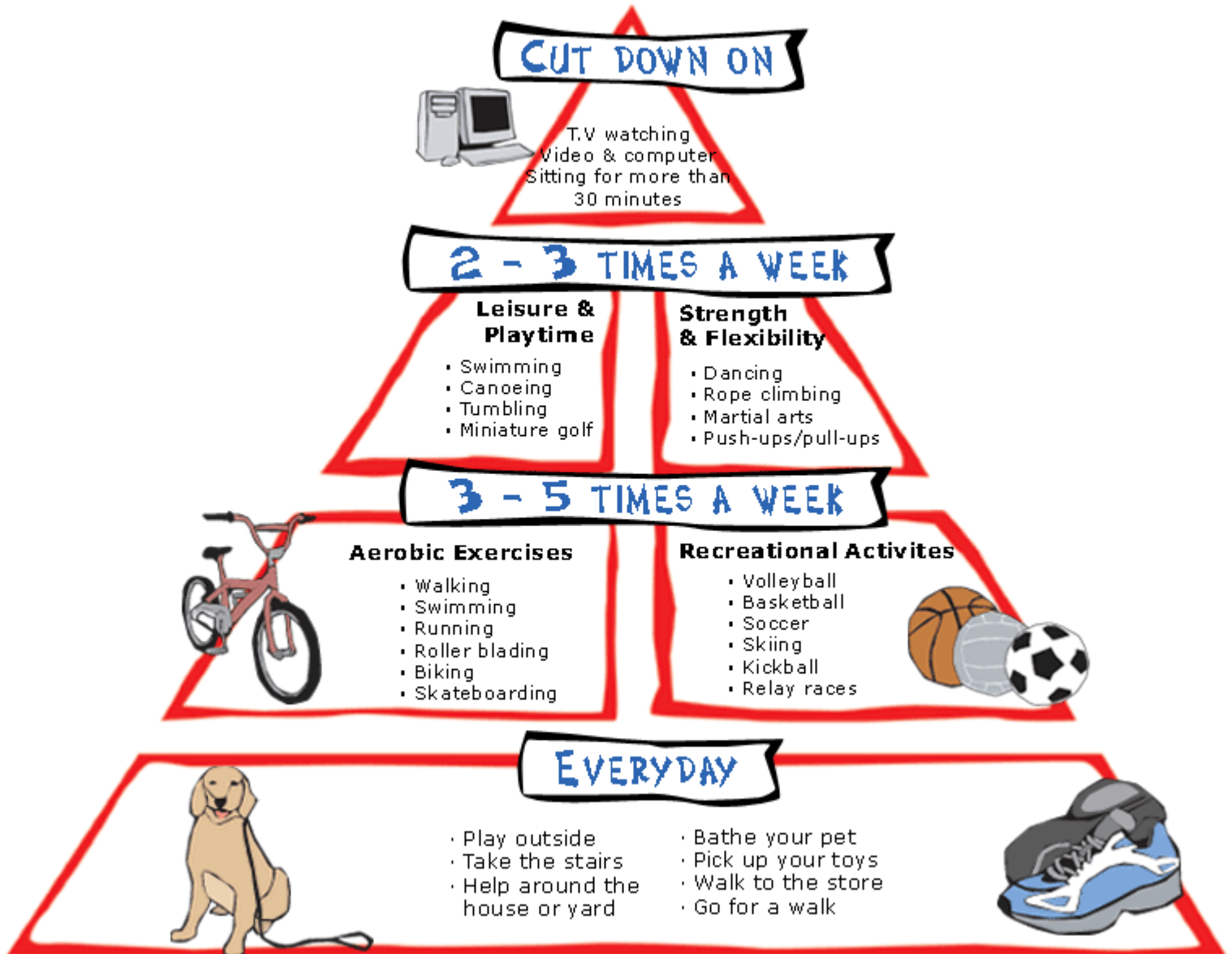
Write a letter to a younger child persuading and encouraging them to exercise. Make suggestions based on what you learned from the KID'S ACTIVITY PYRAMID.





# Kid's Activity Guide Pyramid

Handout



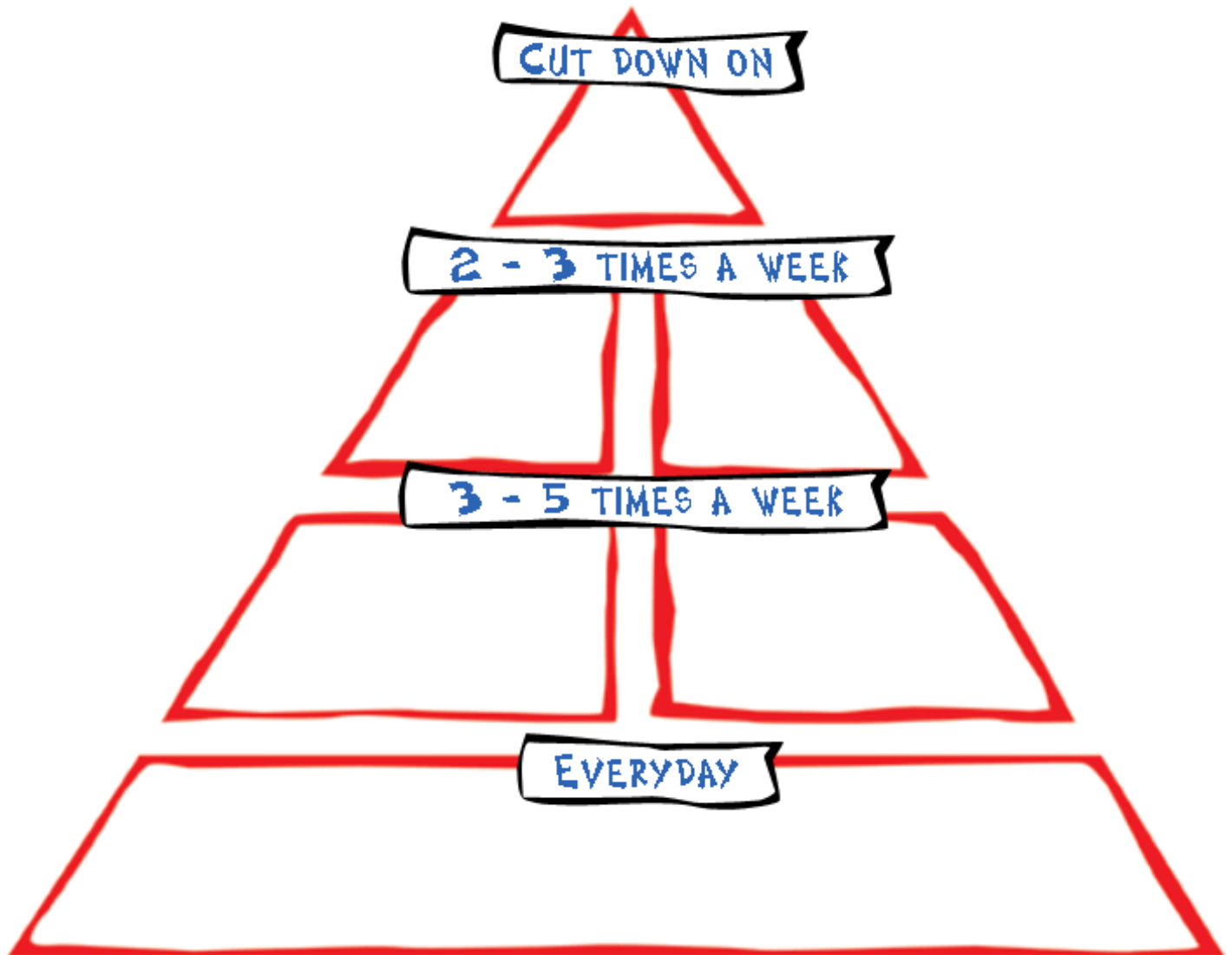


# Kid's Activity Guide Pyramid

# Worksheet

Name \_\_\_\_\_

**Directions:** Using the Kid's Activity Guide Pyramid Handout, complete each level of the pyramid below with activities from your life.





## Lesson 1 – Move & Groove As You Eat To Win

### Part 2 – Eat to Win

Estimated time: 30–40 minutes

**Expectation 1:** Students will demonstrate ways in which they can enhance and maintain their health and well-being.

### Content Area – Food Choices (FC)

FC1 – Students should continue to learn about food classification systems and begin to learn about the nutrients in foods.

FC2 – Students should be able to use the MyPyramid Mini Poster to assist in making healthy food choices.

FC3 – Students should understand the effects food choices have on body composition.

**Goal:** To have students understand the various types of foods contained in MyPyramid Mini Poster as well as understand what types of foods will provide greater health and fitness benefits.

### Objectives

The students will be able to:

- Identify at least two foods from each “color” food group represented on the MyPyramid Guidance Plan
- Identify at least two foods kids should cut down on or eat sparingly
- Explain why kids should cut down on foods in the “yellow” fats food group
- Explain what discretionary calories are and why they are important to keep at a minimum
- Identify at least two foods kids should eat in greater quantities
- Explain why some colors of “MyPyramid” are “larger” than others

**Think & Sink:** Write the “Think & Sink” message on the board in the front of the classroom and in student journals. Ask students to think about the message and let it sink into their brains.

*Let’s hear your voices for healthy food choices*

### On Your Mark

Items needed:

- One copy of the MYPYRAMID HANDOUT for each student
- One copy of the COLOR MY WORLD WORKSHEET for each student
- Pictures of food items from magazines, recipe books, etc.

page 10



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## Lesson 1 – Move & Groove As You Eat To Win

**Vocabulary:** (Write on the board and discuss prior to the lesson.)

Nutrients – Any substance that provides nourishment for the maintenance of life and health

High Nutritional Value – Any substance having high levels of nourishment for the maintenance of life and health

Low Nutritional Value – Any substance having low levels of nourishment for the maintenance of life and health

Consumption – The act of eating or drinking

Calorie – A unit of energy. All foods we eat contain calories, as they give us energy. Our bodies require a certain number of calories to live each day. Eating more than our calorie needs each day will cause us to gain weight.

Discretionary Calories – Extra calories you can eat that are over and above the “essentials” required by your body each day. Discretionary calorie allowances are small, especially if you are not very active. They come from eating higher calorie foods like candy, soda, sweets or from eating more foods than the recommended amount for your age and gender.

**Initiating Questions/Lesson Introduction:** (Display MYPYRAMID HANDOUT)

1. Who can tell me what shape we are looking at? *A Pyramid.*
2. Who can tell me how this pyramid is similar and different than the previous one we studied? *They are similar in that they are the same geometric shape and they provide us with a guideline to live a healthy lifestyle. They are different in that the previous pyramid focused on physical activities and this one focuses on foods we eat. They are also different in that in the physical activity pyramid, the representation of activities is horizontal. In the food pyramid, it is vertical and represented by a variety of widths and colors.*
3. What types of foods are recommended in the color sections? *The orange section has a wide width and represents grains. The green section is a bit narrower than the orange, but is still relatively wide. It represents vegetables. The red section is a bit narrower than both the orange and green, but is still relatively wide. It represents fruits. The yellow section has the narrowest width and represents fats. The milk group is represented in the blue section, where the width is moderate and the purple section houses the meats and beans. The purple section is the second most narrow.*
4. Why do you think some color bands are wider than others? *The wider the color band, the greater the amount of those foods should be consumed.*





## Lesson 1 – Move & Groove As You Eat To Win

5. Does anyone know what a calorie is? *A calorie is a unit of energy. All foods contain calories, as they give us energy. Our bodies require a certain number of calories to live each day. An average 9-12 year old, who is active most days of the week, should consume between 1,600 and 1,900 calories. Eating more than our calorie needs each day will cause us to gain weight.*
6. Some of our food calories are essential, meaning they are required (needed) to live. Does anyone know what a discretionary calorie is? *Discretionary calories are extra calories you can eat that are over and above the "essentials" required by your body each day. Discretionary calorie allowances are small (about 100-300), especially if you are not very active. They come from eating higher calorie foods like candy, soda, sweets or from eating more foods than the recommended amount for your age and gender.*

### Learn It!

In part two of this lesson, we'll be using the MyPyramid Mini Poster to learn about foods that have high nutritional values and are essential for our daily intakes as well as those that have low nutritional values. We'll be taking a look at foods we eat and where they fit into our "Pyramid Plan." We'll also be discussing ways we can improve our eating habits to get more nutrition from our food consumption.

The MyPyramid Food Guidance System was designed by the United States Department of Agriculture in an effort to guide us in selecting foods to eat. The MyPyramid consists of vertical color bands. The width of the bands represents the recommended daily quantity of that food group. The widest color bands represent foods with the greatest nutritional value. Some discretionary calories have low nutritional value and should be consumed in small amounts (e.g., sweets, syrups, etc.). The colors represent individual food groups.

The orange section has a wide width and represents grains. Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Grains are divided into two groups: whole grains and refined grains. Whole grains contain the entire grain kernel (the bran, germ and endosperm) and have a higher nutritional value than refined grains. Examples of whole grains are whole wheat flour, oatmeal, and brown rice. Refined grains have had the bran and germ removed so they can have a finer texture. Most refined grains are enriched. White flour, white bread, and white rice are all examples of refined grains. Although enrichment puts certain vitamins and minerals back into the product, these products lack fiber. Fiber is critical to the overall health of each of us. Fiber helps our digestion as well as helps us feel full.

The green section is a bit narrower than the orange, but is still relatively wide. It represents vegetables. You should try to vary your veggies and eat more dark green vegetables (e.g., broccoli, spinach, dark green lettuce), more orange vegetables (e.g., pumpkin, carrots, sweet potatoes) and more dry beans and peas (e.g., black beans, kidney beans, garbanzo beans, peas).

The red section is a bit narrower than both the orange and green, but is still relatively wide. It represents fruits. Try to eat a variety of whole fruits (e.g.,







## Lesson 1 – Move & Groove As You Eat To Win

bananas, pears, mangos, berries, etc.) and limit the amount of fruit juice you drink. The yellow section has the narrowest width and represents oils. Oils are fats that are liquid at room temperature. Some common oils are canola oil, corn oil, olive oil, and

safflower oil. Solid fats or “sat fats” (saturated) are solid at room temperature. Some common solid fats are butter, shortening, and beef fat. Solid fats come from many animal foods and can also be made from vegetable oils through a process called hydrogenation (adding hydrogen molecules to a liquid fat so it becomes solid at room temperature). Beware of these “trans fats” when reading food labels. The milk group is represented in the blue section, where the width is moderate. Most of your milk and milk group choices should be fat-free or low-fat. Just a reminder that if sweetened milk products are chosen (e.g., flavored milk, yogurt drinks, etc.) the added sugars count as part of your discretionary calories. In addition, if you choose milk, yogurt, or cheese products that are not low-fat or fat-free, the fat in that product counts as part of your discretionary calories.

The purple section houses the meats, beans, and eggs. Choose low-fat meats and poultry. Make sure you’re eating fish, beans, and small amounts of nuts/seeds and eggs as well.

Since each of us is an individual, we can use an interactive display from the [MyPyramid Web site](http://www.mypyramid.gov) to determine our individual needs. (NOTE: Have each child access the MyPyramid Web site, <http://www.mypyramid.gov>, and learn his/her daily recommended calorie intake.)

### Let’s Go!

Pass out the MYPYRAMID HANDOUT and review as a whole class. Give students a list of foods and have them categorize them. Use photos from magazines, newspapers and books to create a “Color My World” food collage. Ask students to list at least two foods they should increase consumption of as well as two foods they should eat sparingly. Ask students to discuss discretionary calories versus essential calories. Help students understand that no food is “forbidden,” but that all foods have their place as long as these basic principles are followed. Ask students to discuss (or write in their journals) one way they can improve their nutrition this week.





## Lesson 1 – Move & Groove As You Eat To Win

### I Pledge To...

Using a blank piece of paper, ask students to complete this sentence:

This week, I PLEDGE TO reduce my discretionary calories by \_\_\_\_\_  
\_\_\_\_\_ and increase my essential calories (which are high in nutritional value) by \_\_\_\_\_.

- Students must be specific (for example, one less serving of potato chips and one more serving of fruit).
- Have students sign their name and tape to the front of their desk as a visible reminder to eat healthier this week.
- At the end of week, students see if they reached their “pledge goal.” If not, they must use the back of the paper to write what stopped them from meeting their goal, adjust the goal (if needed), and write what they’ll do next week to try again. If students are having difficulty meeting their goal, design an incentive program (for example, earn a ticket good toward no homework or extra recess) to help them.

### Apply It!

Pass out the COLOR MY WORLD WORKSHEET. Ask students to fill in words from their personal food choices to complete all colors of the MyPyramid Food Guidance System. Ask students to set both a weekly activity goal and a nutritional goal using the “I Pledge” format in their Student Journals.

### Sample Journal Entry

#### Activity Goal

I pledge to \_\_\_\_\_  
for \_\_\_\_\_ minutes \_\_\_\_\_ days this week.

\_\_\_\_\_  
Initials Date

#### Nutrition Goal

This week I pledge to eat \_\_\_\_\_,  
\_\_\_\_\_ times to improve my nutrition.

\_\_\_\_\_  
Initials Date





## Lesson 1 – Move & Groove As You Eat To Win

### Check It!

Items needed:

- Colored Poster Boards: Orange (Grains), Green (Vegetables), Red (Fruits), Yellow (Oils), Blue (Milk), Purple (Meats/Beans/Eggs) with food-group labels

Ask students to bring in photos of food items from each of the color bands of the MyPyramid. Ask students to tape their food items to the appropriate color boards. Realize that some food items will fit into more than one category (e.g., corn=vegetable as well as corn oil=oil). Select a panel of "Nutrition Judges" to assess the finished product for accuracy.

Ask students the following questions:

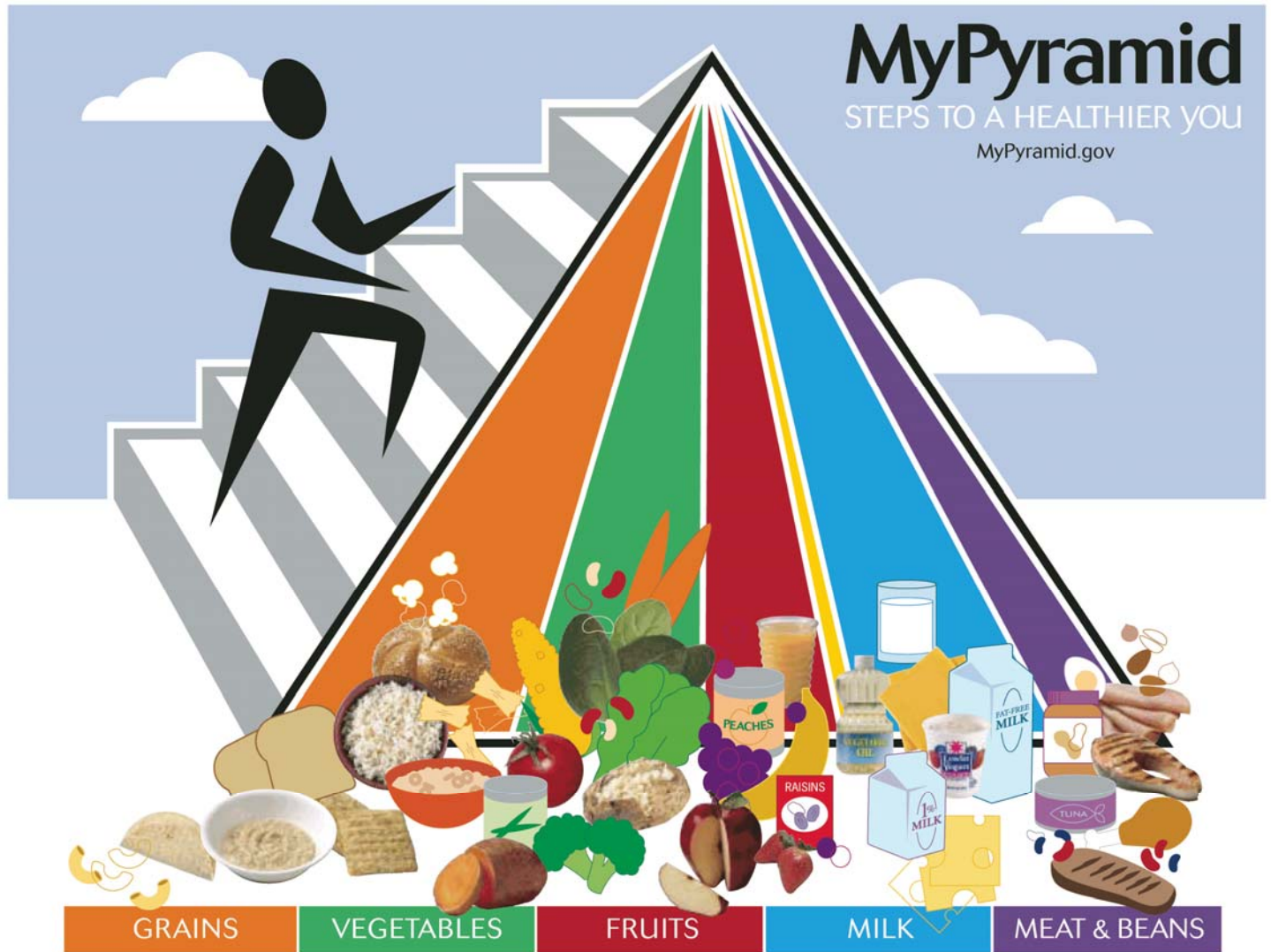
1. Who can explain why kids should keep discretionary calories as a small part of their daily calorie intake? *Discretionary calories can come from food items that are not essential to good health (e.g., sweets, chips, etc.) and do not provide much nutritional value. In addition, too many discretionary calories can lead to weight gain.*
2. Who can explain why kids should increase their consumption of foods that are in the largest color bands? *Foods in the largest color bands (e.g., grains, vegetables, fruits) contain a lot of nutritional value and are essential every day. Eaten in correct portion amounts, they can help lead to healthy body weights and a healthy overall diet.*





# Color My World

# Handout





# Color MY World

# Handout

<b>GRAINS</b> Make half your grains whole	<b>VEGETABLES</b> Vary your veggies	<b>FRUITS</b> Focus on fruits	<b>MILK</b> Get your calcium-rich foods	<b>MEAT &amp; BEANS</b> Go lean with protein
<p>Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day</p> <p>1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or 1/2 cup of cooked rice, cereal, or pasta</p>	<p>Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens</p> <p>Eat more orange vegetables like carrots and sweetpotatoes</p> <p>Eat more dry beans and peas like pinto beans, kidney beans, and lentils</p>	<p>Eat a variety of fruit</p> <p>Choose fresh, frozen, canned, or dried fruit</p> <p>Go easy on fruit juices</p>	<p>Go low-fat or fat-free when you choose milk, yogurt, and other milk products</p> <p>If you don't or can't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages</p>	<p>Choose low-fat or lean meats and poultry</p> <p>Bake it, broil it, or grill it</p> <p>Vary your protein routine – choose more fish, beans, peas, nuts, and seeds</p>

For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to [MyPyramid.gov](http://MyPyramid.gov).

Eat 6 oz. every day	Eat 2 1/2 cups every day	Eat 2 cups every day	Get 3 cups every day; for kids aged 2 to 8, it's 2	Eat 5 1/2 oz. every day
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**Find your balance between food and physical activity**

- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.

**Know the limits on fats, sugars, and salt (sodium)**

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, stick margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, *trans* fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.



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# Color MY World

# Worksheet

Name \_\_\_\_\_

**Directions:** Label each food group above its corresponding color box according to the MyPyramid Food Guidance System. Next to the color box, list at least two foods that would fit into that category.



_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
				

