

# NUTRITION IN ME

## 4<sup>th</sup> GRADE Curriculum

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NUTRITION IN ME

4<sup>th</sup> GRADE Curriculum

Lesson 1

## **Nutrition in Me! 4**

### **Lesson 1 – Go, Slow and Whoa!**

#### **LEARNING OBJECTIVES**

Awareness:	Verbalize the characteristics of Go, Slow, & Whoa. Feel the difference between hunger and satiety.
Knowledge:	Recognize the body cues for hunger & satiety. Understand food preparation can increase the fat, sugar, and sodium and decrease vitamins and minerals and fiber.
Skill:	Identify how our body feels when we eat too much, not enough or just the right amount. Identify a variety of foods that are Go, Slow, Whoa from each food group.
Behavior:	Choose GO foods most of the time. Stop eating when you are full.
Target:	Learn to listen to your body when feeling hungry and know when you've had enough to eat. Eat GO foods most of the time.

#### **SUPPLIES**

MyPlate Poster  
Target Poster  
MyPlate Activity Mat  
Hunger Chart (To post on the board for discussion)  
Go, Slow and Whoa! Chart (Activity #3)  
Document Camera  
Balloons  
Dairy Council Cards  
Mind in Motion Fit Sticks of Dancing Dice  
And Justice for all...Poster  
Vinyl Gloves  
Cooler  
Ice Pack  
Magnets  
Tape (for Activity #4)  
Numbers (1-5 to hand around the room for Activity #4)  
Wipes  
Suggested NERI: Handy Portion Bookmark

#### **FOOD TASTING SUPPLIES**

5 oz. cups or 3.5 ounce sample cups  
Spoons  
Two Serving Spoons (one for sprinkling cereal on parfait and one for serving fruit)  
Rubber Spatula  
Napkins  
Containers (2 to transport fruit and cereal)  
Grape Nut Cereal  
Low-Fat Vanilla Yogurt  
Mixed Fruit - pineapple tidbits, sliced bananas and sliced mandarin orange segments) or seasonal fruit that is moderately priced

## **HANDOUTS**

Pre Test

Chart your Hunger Before and after Lunch Worksheet

Go, Slow and Whoa!/Tips for Using MyPlate Handout

Parent Newsletter

Reflection Journal

Writing Prompt - "What would your body tell you when you eat just the right amount of food at a meal?"

## **PREP TIME**

Gather teaching supplies/materials

Prepare snack

Prior to lesson:

Shop for food for snack

Practice blowing up balloons needed for Activity #3

## **EVALUATION METRICS**

- If we come to school without breakfast, how do we feel? What do you think happens?
- What happens when you eat too much at lunch time? How do you feel? How does this affect us when we are trying to study?
- What happens if we always eat too much at one time?

## **LESSON FLOW (45-minute lesson)**

Introduction of Program & Lesson

Activity #1 Pre Test

Activity #2 Mind in Motion Fit Sticks/Dancing Dice

Activity #3 How Full Are You?

Activity #4 How Full Am I Right Now?

Activity #5 Chart Hunger for a Week

Activity #6 Go, Slow and Whoa! and MyPlate Review

Activity #7 Go, Slow, Whoa! Game

Activity #8 Snack

Activity #9 Review

## **TEACHER INVOLVEMENT**

- During Go, Slow, Whoa Review, the teacher can help pass out handouts.
- During the Go, Slow, Whoa game, have teacher help hand out flash cards.

## **FOOD SAFETY**

- Must have food handler's card.
- Follow best practices for food safety and food handling.
- Follow best practices for handling knives and any other appliance and utensils.
- Wash fruits and vegetables prior to preparing and eating.

## **ALLERGY ALERTS**

- Prior to teaching in the classroom, obtain any food allergy concerns from teacher.
- For children with food allergies, they are encouraged to bring own snack from home. When possible the nutrition educator will modify food tasting snack; i.e. remove cheese from wrap, or provide a small serving of fruit for fruit parfait (dairy allergy)

## **INTRODUCTION**

Welcome to Nutrition in Me! For the next six weeks I will be visiting your class to talk about ways to keep our body healthy by being physically active and eating healthy food. We will also be tasting some nutritious snacks.

### **Activity #1 Pre-Test**

Ask each student to take out a pen or pencil and handout the test. Instruct students that when they receive their test to put the date and their student number on it. Read the questions to the students. Tell them if they do not know the answer to take a guess because they will be learning this information during the next six weeks. Collect the tests and clip together and make sure you have the teacher name on the packet.

### **Activity #2 Mind in Motion Fit Sticks/Dancing Dice**

### **Activity #3 How Full Are You? - Class Discussion**

Lead the class in a discussion about how it feels to eat too much, not enough and just the right amount.

- When did you eat too much?
- When did it feel like you needed more food to eat?

Do you know how long it takes for our heads (brain) to pick up the signal that we are full and have had enough to eat? 10 - 15 minutes

Let's look at a rating scale for hunger and fullness.

Starving            My Stomach Feels Empty . . . . . I feel just right(not too hungry or not too full) . . . . . I'm feeling too full . . . . . I ate way too much!. I don't feel so well. . . . . 1 . . . . . 2 . . . . . 3 . . . . . 4 . . . . . 5

**EDUCATOR NOTE:** Hang the Hunger Chart Poster for all to see.

The best way to know how much to eat is to listen to you body. Eat until you feel comfortably full. You should feel satisfied, but not overly stuffed.

Use a balloon to demonstrate fullness as you are talking about the scale. For example #1 on the scale use a flat balloon, #2 will have a small amount of air, #3 will be a moderate size balloon, #4 will be stretching the balloon and #5 will be nearly bursting.

Educator Note: Practice blowing up the balloon before the lesson to stretch it out and to figure out how much air it needs for each number. Take a few extra balloons in case one breaks.

### **Activity #4 How Full Am I Right Now? - Class Discussion**

Ask students to think about their "hunger number" right now. Then ask them to get up and stand under a number that matches the feeling. Ask them to explain how that feels? What is your body telling you?

Discuss the importance of regulating how much we eat by how we feel.

Also cover the following points:

- If we come to school without breakfast, how do we feel? What do you think happens?
- What happens when you eat too much at lunch time? How do you feel? How does this affect us when we are trying to study?
- What happens if we always eat too much at one time?

### **Activity #5 Chart Hunger for a Week**

This is a student/teacher activity. Using the chart, have students use the hunger to scale to note their hunger/fullness before and after one meal a day. Educator Note: Use the document camera to present this activity to the class. Be sure to include the teacher in this activity to remind the students to do the charting.

**EDUCATOR NOTE:** Be sure to review the worksheet at the next lesson.

### **Activity #6 Go, Slow and Whoa! and MyPlate Review**

Review each section of the MyPlate poster. After briefly discussing the sections of MyPlate talk with students

about Go, Slow and Whoa foods. During this discussion explain to students that Go foods are generally high in fiber, low in fat and sugar and are less processed. Whoa foods are generally high in fat and sugar, low in fiber and are more processed. Foods that make good “talking points” for understanding Go, Slow and Whoa could be popcorn (air popped, at the movie theater), baked potato (plain or with added sour cream, cheese or butter), oatmeal, fruit, whole grain bread.

**EDUCATOR NOTE:** This activity will involve the use of the Go, Slow, Whoa Chart. Before class select some pictures from the dairy council food model cards that are good representations of Go, Slow and Whoa Foods. For example, for Go foods you could choose a picture of a whole fruit (any kind), a bowl of oatmeal, & whole grain bread. For Slow foods you could choose a picture of foods like a small cup of canned fruit or applesauce. For Whoa foods you could choose a picture of bacon, a cookie and chips. Place a small piece of Velcro adhesive on each of the Go, Slow, Whoa sections of the poster. Use Velcro adhesive on the back of each food. As you are presenting this to the class you can attach the food to the poster.

### **Activity #7 Go, Slow, Whoa Game**

Divide the class into groups or numbers or teams that will work well with your class size. Choose a team leader for each group. Give each group a set of Go, Slow, Whoa cards. When a dairy council food model card is held up by the educator, each team will have to decide whether a food is a Go, Slow, Whoa food. Once the team has decided what food the card represents each team captain will hold up the card for the correct group.

**EDUCATOR NOTE:** To make 6 sets of Go, Slow, Whoa flash cards -

Step 1. Locate card stock or regular paper. Card stock may work best to help save using up a lot of ink from the printer.

Step 2. Laminate each card for future use.

### **Activity #8 Snack**

Fruit Parfait

Use a spoon to place yogurt in each cup. Use a spoon to place fruit on top of yogurt. Sprinkle with whole grain cereal (Grape-Nuts).

### **Activity #9 Target Review**

- Learn to listen to your body when feeling hungry and know when you’ve had enough to eat.
- Eat GO foods most of the time.

**Writing Prompt** - “What would your body tell you when you eat just the right amount of food at a meal?”

## NUTRITION IN ME! 4

STUDENT'S CODE NUMBER \_\_\_\_\_ DATE \_\_\_\_\_  PRE  POST

Circle the answer that best applies to you.

	1	2	3	4
<b>1. I eat vegetables . . .</b>	Never or almost never	Some days	Most days	Every day
<b>2. I eat fruit . . .</b>	Never or almost never	Some days	Most days	Every day
<b>3. I choose healthy snacks . . .</b>	Never or almost never	Some days	Most days	Every day
<b>4. I eat breakfast . . .</b>	Never or almost never	Some days	Most days	Every day
<b>5. I do physical activities . . .</b>	Never or almost never	Some days	Most days	Every day

	1	2	3
<b>6. Being active is fun.</b>	I do not agree	I'm not sure	I agree
<b>7. Being active is good for me.</b>	I do not agree	I'm not sure	I agree

	1	2	3	4
<b>8. A pizza was left out of the refrigerator all night. What should you do?</b>	Eat the pizza	Smell the pizza and then decide if it's okay to eat.	Put the pizza in the refrigerator	Don't eat the pizza
<b>9. A chicken and rice dish has been in the refrigerator for over a week. What should you do?</b>	Eat the chicken and rice dish	Smell the chicken and rice dish and then decide if it's okay to eat	Put the chicken and rice dish back in the refrigerator	Don't eat the chicken and rice dish

Circle the answer that best applies to you.

	1	2	3	4
<b>10. I wash my hands before making something to eat.</b>	Almost never	Sometimes	Most of the time	Always

	1	2	3
<b>11. Will you ask your family to buy your favorite fruit or vegetable?</b>	No	Maybe	Yes
<b>12. Will you ask your family to buy non-fat or 1% milk instead of regular whole milk?</b>	No	Maybe	Yes
<b>13. Will you ask your family to have fruits in a place like the refrigerator or a bowl on the table where you can reach them?</b>	No	Maybe	Yes
<b>14. Will you ask your family to have cut-up vegetables in the refrigerator where you can reach them?</b>	No	Maybe	Yes



# NEWS PARENTS CAN USE

## Lesson 1

## MyPlate Review

## Fruit Parfait

### Nutrition In Me! Started Today!

It's fun, it's exciting and it's in your child's classroom now! Nutrition in Me is a six-week series that teaches students about:

- Food choices that build strong bodies and minds.
- How to prepare good-for-you foods.
- Being physically active every day.
- Choosing healthy foods when eating out.
- How important it is to eat breakfast.

It's important that kids learn to make good food choices so they grow up healthy and strong. Each week you will receive a newsletter so you will know what happened in class. Be sure to ask your child for a report!

This nutrition program is brought to you by WSU Extension. If you have any questions, please contact your child's teacher.

### What We Did Today

After reviewing MyPlate and the importance of exercise, we talked about what it feels like to eat too much food, not enough food and just the right amount. Each child has been asked to chart how they feel after each lunch for the next few days. The purpose of this activity is to learn to listen to our bodies and know when we have eaten enough food to be satisfied, but not too much to feel stuffed and tired.



### A Healthy Snack to Make at Home

This recipe includes grape nuts as a whole grain cereal, low fat yogurt as a good calcium food and a variety of fruits. When you make this recipe at home you can vary the fruits based on what is in season and economical. Here are the simple instructions, but be sure to ask your child how to make this fruit parfait.



### Fruit Parfait

1. Put several scoops of low fat vanilla yogurt in a bowl.
2. Add a variety of fruits to the yogurt.

Possible combinations might be:

- Pineapple tidbits, sliced bananas (dipped in pineapple juice) and mandarin orange segments
  - Combination of fresh or frozen strawberries, black berries and raspberries
  - Tropical fruit cocktail canned in juice or light syrup
3. Top with grape nuts or another whole grain cereal like shredded wheat, whole grain Cheerios or Wheat Chex.

## Parent's Corner Start Healthy Lifestyles Now!

Lifestyles that children learn as kids often become a way of life when they are adults. Give your children a head start to health by teaching them healthy living ways early. By setting a good example, you'll be healthy too.

- Make healthy foods and snacks easy to grab.
- Find physical activities your child likes and encourage them to be active 60 minutes each day.



### Families on the Move!

#### Make Your Own Family Fitness Plan

In order for fitness to become a family value, parents have to set the example. Support whatever type of physical activity your child wants to do, as long as it is safe.

- Schedule regular times throughout the week to be active – make it fun!
- Set reasonable goals.
- Start a daily activity log for each family member.
- Give rewards for reaching goals, and for trying hard. Use things besides food as a reward – such as a trip to the park, mall or movies.

### Be Healthy

Eat smart – use MyPlate as a guide to healthy eating. Work with your child to plan healthy snacks that have a food from two or three food groups of MyPlate. Let your child help plan meals, and be sure to include a food from each food group of MyPlate.



### Be Size – Wise

Be smart about portion sizes. Remember that children eat smaller amounts than adults. Here are typical portion sizes for upper elementary students:

- One half a cup of cereal, pasta, rice, fruits, vegetables, beans.
- One cup of leafy vegetables.
- One cup of milk or yogurt; 2 ounces of cheese.
- Two to three ounces of meat – about the size of a deck of cards.

### Keepin' It Safe

Keep germs out of your family's food. . .

- Wash hands before touching or preparing food.
- Foods sitting at room temperature for 2 hours or more may not be safe to eat.
- Thaw foods in the refrigerator, not on the kitchen counter.

## ¡El programa de Nutrición en Mi II empezó hoy!

¡Este programa es divertido, estimulante y es en el salón de su estudiante! Nutrición en Me II es una serie de seis clases que enseña a:

- Escoger alimentos para formar cuerpos y mentes fuertes.
- Como preparar alimentos deliciosos y saludables.
- La importancia del ejercicio diario.
- Como escoger alimentos saludables cuando come fuera de casa.
- La importancia del desayuno.

Es importante que los niños aprendan a escoger los alimentos, de esta manera crecerán fuertes y saludables. Cada semana usted recibirá una carta para que se entere de lo que pasó en la clase. Recuerde preguntarle a su hijo.

Este programa de nutrición, es traído por la Extensión de la Universidad del Estado de Washington. Si tiene preguntas, diríjase al maestro de su estudiante.

### Que Hicimos Hoy

La receta que hicimos hoy en clase fue un postre de frutas. En la receta se incluye el cereal de trigo entero “*Grape Nuts*”, yogurt bajo en grasa que provee calcio y una variedad de frutas. Al hacer esta receta en casa use frutas de la estación las cuales son más económicas. Aquí están las instrucciones, pero primero pregúntele a su hijo como se prepara este postre de frutas.



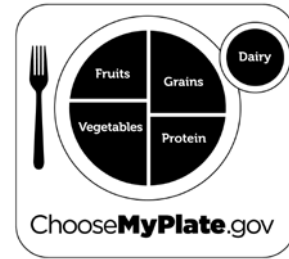
### Postre De Frutas

1. En un tazón grande ponga varias cucharadas de servir de yogurt.
2. Añada frutas variadas encima del yogurt. Algunas combinaciones:
  - Piña en trocitos, rebanadas de plátano (sumergidas en el jugo de piña) y gajos de mandarina.
  - Una combinación de fresas, moras y frambuesas, frescas o congeladas.
  - Fruta tropical enlatada en agua o almíbar muy ligero.
3. Adorne con *grape nuts* o cualquier otro cereal integral como *shredded wheat*, *Cheerios integrales*, o *Wheat Chex*.



Después de revisar MiPlato y la importancia del ejercicio, hablamos de cómo se siente una persona cuando come de más, o cuando no come lo suficiente, y cuando se come la cantidad correcta. A cada estudiante se le ha pedido que registre como se siente después del almuerzo por una semana. El propósito de esta actividad es aprender a escuchar a nuestro cuerpo y saber cuando hemos comido suficientes alimentos para estar satisfechos, pero no demasiado que nos haga sentir indispuestos y cansados.

## La Esquina de los Padres ¡Empiece estilos de vida saludable ahora!



### Este Saludable

Aliméntese inteligentemente, use MiPlato como guía. Trabaje con su hijo para desarrollar un plan de bocadillos saludables que contengan dos o tres grupos de alimentos de MiPlato. Permita que su hijo le ayude a planear las comidas y asegúrese de incluir a todos los grupos de alimentos.

### Aprenda lo que es una Porción

Actúe con conocimiento de lo que constituye una porción. Los niños se alimentan con porciones más pequeñas que las de los adultos. Estas son porciones típicas para estudiantes de primaria:

- Media taza de cereal, pasta, arroz, frutas, vegetales o frijoles.
- Una taza de vegetales de hoja.
- Una taza de leche o yogurt, o dos onzas de queso.
- De dos a tres onzas de carne, o sea del tamaño de un mazo de baraja.

### Conserve los Alimentos Limpios

Mantenga los gérmenes lejos de la comida de la familia:

- Lávese bien las manos antes de tocar o preparar los alimentos.
- Las comidas que han estado a la temperatura ambiente por dos horas o más, tal vez no estén en buenas condiciones para comerlas.
- Descongele los alimentos en el refrigerador, no en el mostrador de la cocina.

El estilo de vida que se aprende de niño algunas veces se convierte en la manera que se vive como adulto. Enseñe a sus hijos maneras de vivir saludablemente dando buen ejemplo al alimentarse y usted también gozará de salud.

- Prepare alimentos saludables y bocadillos fáciles de llevar.
- Busque actividades físicas que le gusten a su hijo y anímelo a estar activo por 60 minutos al día.

### ¡Familias en Movimiento!

#### Haga su propio plan familiar de ejercicio

Para que el buen estado físico llegue a ser un valor familiar, los padres deben de poner el ejemplo. Apoyar cualquier actividad física que su hijo este interesado en hacer, siempre y cuando no lleve riesgo.

- Un horario regular de actividades físicas divertidas durante la semana.
- Ponga metas razonables.
- Haga un registro diario de actividades para cada miembro de la familia.
- Premie a los que alcanzan las metas, o a los que verdaderamente se esfuerzan. Para los premios no use alimentos, puede ser una visita a un centro comercial, ir a ver una película, o visitar un parque.



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## CHART YOUR HUNGER BEFORE AND AFTER LUNCH

Directions: Place an “x” under the number the represents your hunger before and after you eat lunch.

	Starving		My Stomach feels empty		I feel just right. Not too hungry or not too full		I'm feeling too full		I ate too much. I don't feel so well	
	1		2		3		4		5	
	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER
<b>Monday</b>										
<b>Tuesday</b>										
<b>Wednesday</b>										
<b>Thursday</b>										
<b>Friday</b>										

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## Registrar su hambre antes y despues del almuerzo

Direcciones: ponga una “x” bajo el número que representa el hambre que siente antes y después de comer el almuerzo.

	Hambriento		Mi estomago se siente vacio		Me siento bien. Sin hambre y no muy lleno		Me siento muy lleno		Comí demasiado y no me siento bien	
	1		2		3		4		5	
	Antes	Después	Antes	Después	Antes	Después	Antes	Después	Antes	Después
<b>Lunes</b>										
<b>Martes</b>										
<b>Miercoles</b>										
<b>Jueves</b>										
<b>Viernes</b>										

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Nutrition in Me! 4

Chart Hunger

Lesson 1

## Registrar su hambre antes y despues del almuerzo

Direcciones: ponga una “x” bajo el número que representa el hambre que siente antes y después de comer el almuerzo.

	Hambriento		Mi estomago se siente vacio		Me siento bien. Sin hambre y no muy lleno		Me siento muy lleno		Comí demasiado y no me siento bien	
	1		2		3		4		5	
	Antes	Después	Antes	Después	Antes	Después	Antes	Después	Antes	Después
<b>Lunes</b>										
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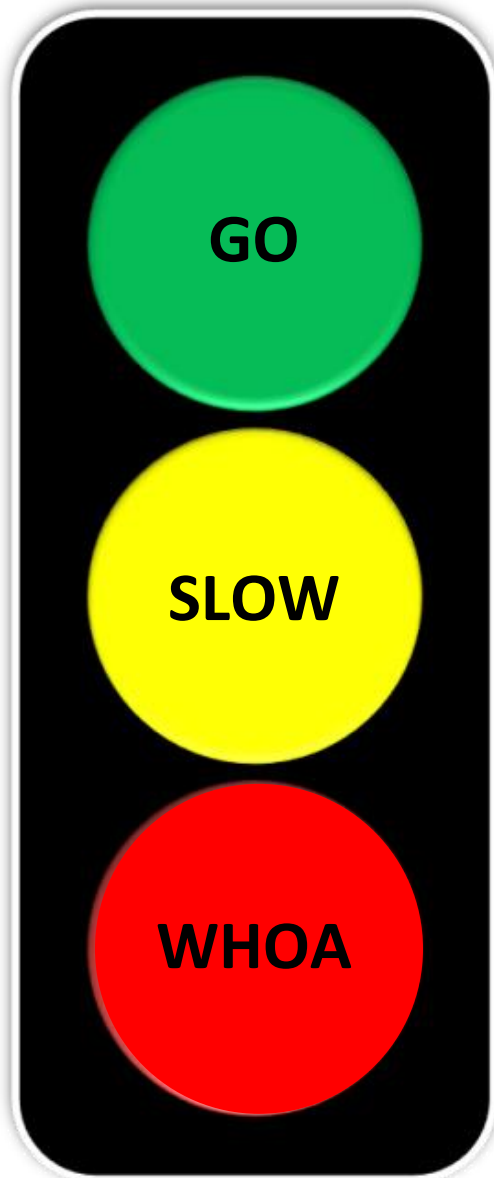
Chart Hunger

Lesson 1



# Go, Slow and Whoa!

## A Kid's Guide to Healthy Choices



**EAT ALMOST  
ANYTIME**

- Least processed
- Fresh, whole
- Highest fiber, vitamins & minerals

**EAT  
SOMETIMES**

- Refined, processed
- Some added in **sugar, fat, salt**
- Limited fiber

**EAT ONCE IN  
A WHILE**

- Highly processed
- Highest in **sugar, fat, salt**
- Lowest in fiber



# Tips for Choosing Foods from MYPLATE

- Choose most foods from the GO of each food group.
- Choosing food from the SLOW may increase salt and extra calories from sugar and fat.
- Limit food choices from the WHOA of MYPLATE.

	GRAINS	VEGGIES	FRUIT	DAIRY	PROTEIN
<b>GO</b> <i>Eat Almost Anytime</i>	Oatmeal Brown rice Whole grain breads, cereals and pasta Air-popped popcorn	Any whole, fresh or frozen Especially dark leafy greens and orange-colored Canned without added fat or sauces	Whole fruits All fresh and frozen fruits Canned fruit in juice	Fat-free or 1% low-fat milk Fat-free or low-fat yogurt and cottage cheese Part-skim, low-fat and fat-free cheese	Lean meats Chicken and turkey without skin Broiled, steamed or grilled fish or shellfish Beans, split peas and lentils Tuna canned in water
<b>SLOW</b> <i>Eat Sometimes</i>	Granola Ready to eat cereals Refined breads, cereals and pasta Biscuits Pancakes and waffles	Oven-baked fries Veggies with added fat or sauces	Fruit canned in light syrup Dried fruits	2% low-fat milk Fruited yogurt Processed cheese	Lean hamburger Roast chicken with skin Nuts Eggs Tuna in oil Salmon Peanut butter
<b>WHOA</b> <i>Eat Once in a While</i>	Frosted cinnamon roll Croissants Donuts Muffins Sweetened breakfast cereals	French fries Hash browns Deep-fried veggies	Fruit pies Fruits canned in heavy syrup	Whole milk Ice cream Pudding	Hot dogs Lunch meat Bacon Fried, breaded meats and fish Pepperoni
<b>KEY NUTRIENTS</b>	Fiber B vitamins Iron Magnesium	Fiber Vitamin A Vitamin C Potassium	Fiber Vitamin C Potassium Folate	Protein Calcium May be fortified with Vitamin D	Protein Iron Zinc

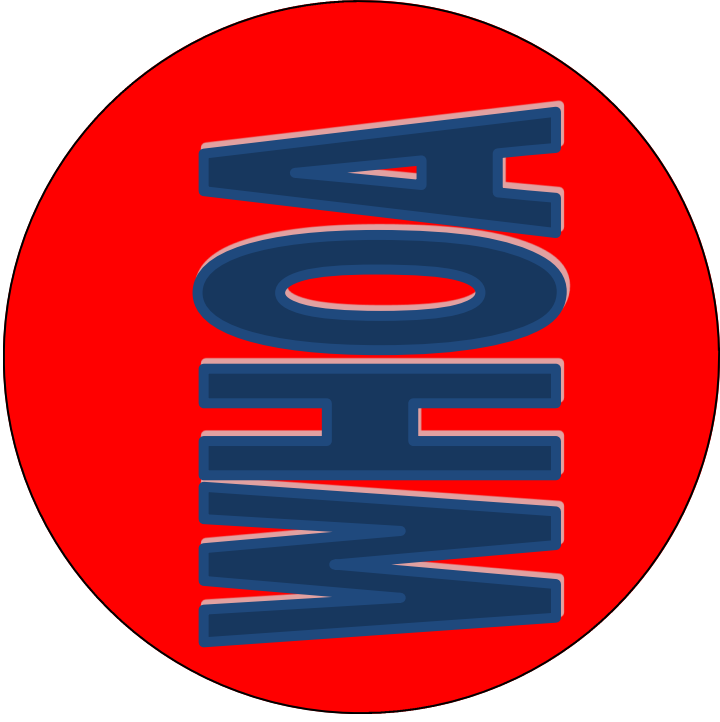
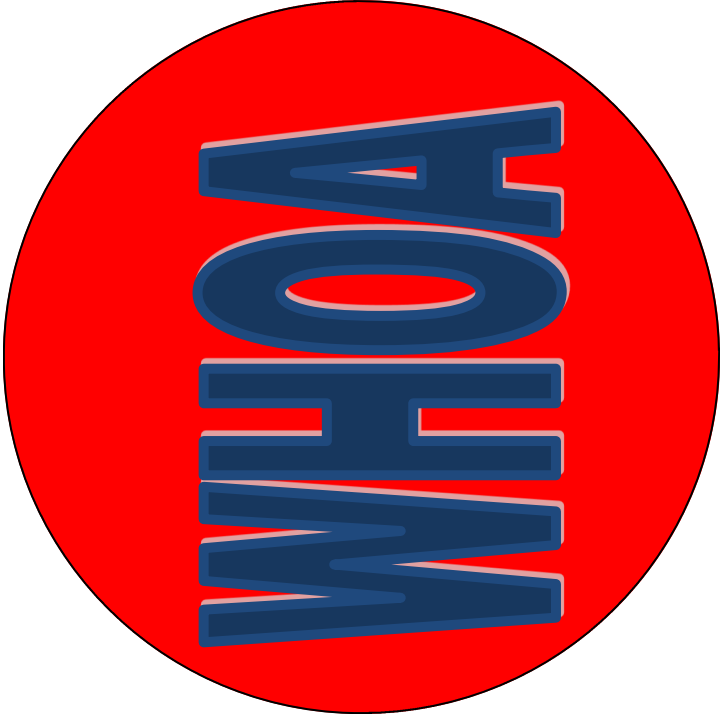
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This material was funded by USDA's Supplemental Nutrition Assistance Program. SNAP. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: <http://foodhelp.wa.gov> or the Basic Food Program at: 1 877 501 2233. All responses will be kept confidential. Information provided by Washington State University Extension's Food Sense. Rev. 09/15

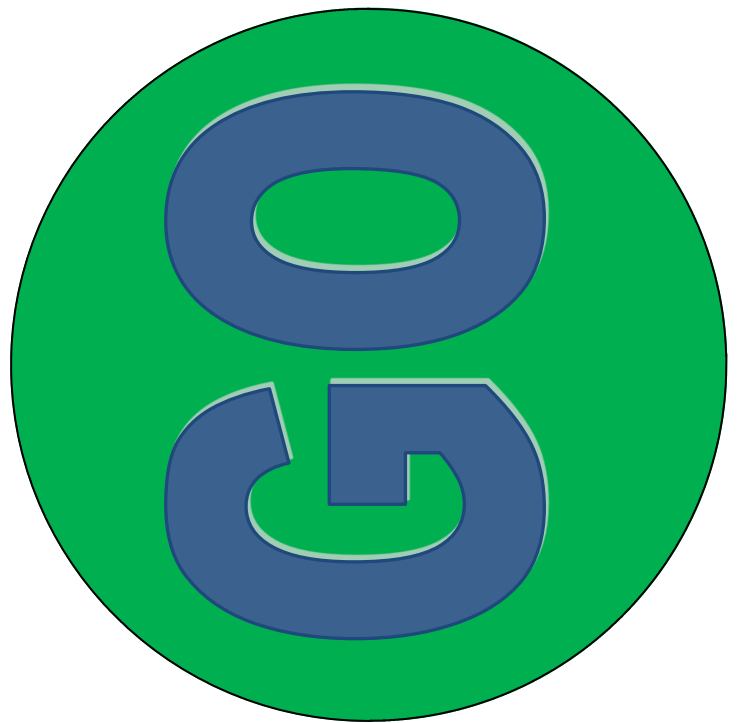
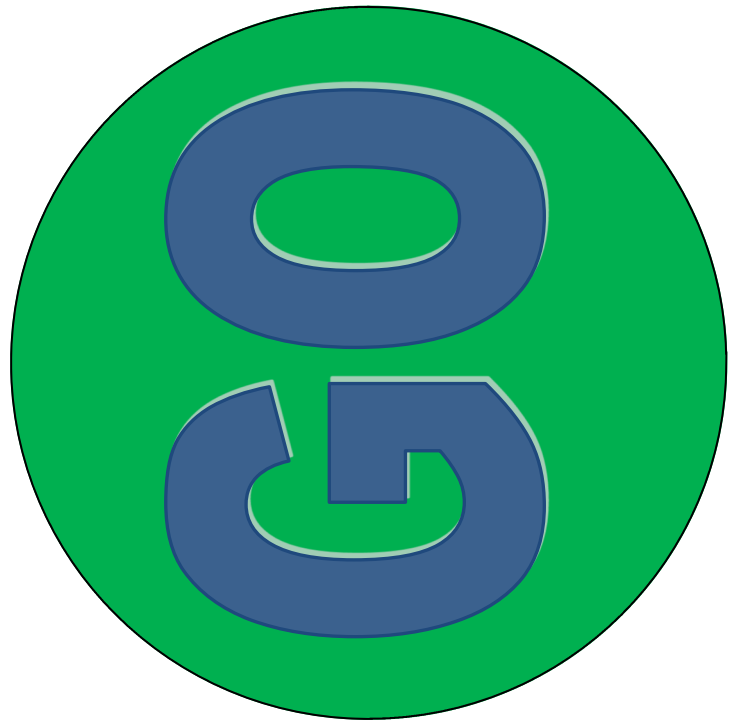












NUTRITION IN ME

4<sup>th</sup> GRADE Curriculum

Lesson 2

## **Nutrition in Me! 4**

### **Lesson 2 – Why Eat Breakfast?**

#### **LEARNING OBJECTIVES**

- Awareness: Understand the importance of eating breakfast each morning
- Knowledge: Identify the benefits of breakfast that includes at least three food groups
- Skill: Create breakfast that includes three food groups from Go, Slow and Whoa categories
- Behavior: Eat breakfast every day
- Target: Understand the importance of eating breakfast every day and the consequences of skipping breakfast.

#### **Supplies**

- Let's Compare the Energy for Learning from Two Different Breakfasts Poster
- Dairy Council Cards
- Wipes
- Cooler
- Magnets
- Mind in Motion Fit Sticks/Dancing Dice
- Vinyl Gloves
- "Justice for all" Poster
- "I Ate Breakfast" legal-sized poster (5 per classroom)
- Suggested NERI: Wake Up to Breakfast Bookmark, Breakfast sticker

#### **Food Tasting Supplies - Bug Juice Smoothie**

- Napkins
- Whole Wheat Crackers (Triscuits work well)
- 3 oz. sample cups
- Blender
- Rubber Spatula
- Pitcher
- Large Spoon

#### **Handouts**

- Parent Newsletter
- Let's Compare the Energy for Learning from Two Different Breakfasts Worksheet (On back of Writing Prompt).
- "Describe your body's reaction to eating a high sugar breakfast compared to eating a breakfast from three food groups" Writing Prompt (works with, "Let's Compare the Energy for Learning . . .")
- Recipes (Bug Juice Smoothie, Strawberry Smoothie, Peachy Yogurt Cooler)
- Start your Breakfast Quest Worksheet
- Breakfast Bingo cards
- Writing Prompt

#### **Prep Time**

- Prepare food tasting (does not include shopping)
- Gather teaching supplies/materials

#### **Lesson Flow**

- Review previous lesson
- Introduction of lesson
- Activity #1 Mind in Motion Fit Sticks
- Activity #2 Let's Compare the Energy for Learning from Two Different Breakfasts

Activity #3 Start your Head Breakfast Quest  
Activity #3 A Create a Healthy Breakfast  
Activity #4 Food Tasting  
Activity #5 Review of Lesson

### **TEACHER INVOLVEMENT**

- During Activity #2, the teacher discuss ways they try to have a healthy breakfast.
- Teacher can participate in Breakfast Quest activity by giving students some ideas or answering questions.

### **FOOD SAFETY**

- Must have food handler's card.
- Follow best practices for food safety and food handling.
- Follow best practices for handling knives and any other appliance and utensils.
- Wash fruits and vegetables prior to preparing and eating.

### **ALLERGY ALERTS**

- Prior to teaching in the classroom, obtain any food allergy concerns from teacher.
- For children with food allergies, they are encouraged to bring own snack from home. When possible the nutrition educator with modify food tasting snack; i.e. remove cheese from wrap, or provide a small serving of fruit for fruit parfait (dairy allergy)

Review of Lesson #2 Label Reading

### **Activity #1 Mind in Motion Fit Sticks**

#### **Introduction**

**EDUCATOR NOTE:** This lesson is designed to be interactive among the students and the instructor. When using the dialogue questions, use a combination of methods to get the answers.

Method #1 Instructor can ask the questions to the whole class and take the answers as the children rise their hands to give them.

Method #2 Students can work in small teams to come up with the answers and appoint a spokesperson for their group.

Be careful how you respond to the answers the students give. Sometimes children will not be correct with their answer because they have no experience with the topic. In fact, the answer may be entirely wrong. When you respond to a wrong answer, do not tell them the answer is wrong, but try to redirect and have them think about a new answer.

Eating a good and healthy breakfast in the morning will "break the fast" of the hours you were without food as you slept. A healthy breakfast each morning plays an essential role in helping you feel full and also helps your body function at its best.

Question: Tell me how you felt on a morning when for some reason you did not eat breakfast?  
Breakfast is the first opportunity the body has to refuel its glucose levels, following eight to twelve hours without a meal. The main energy source for the brain is blood sugar, also called glucose. Blood glucose helps fuel the muscles that are needed for physical activity throughout the day.

Question: When a person skips breakfast and is starving by mid-morning, what do you think they grab for quick energy? A person that skips breakfast becomes tired because the brain and the body are running out of fuel. At mid-morning without breakfast, this person will have the tendency to grab some sweet food, like a donut or candy bar. This may work for a few minutes, but by lunch the person will be hungry.



Question: If a person has skipped breakfast, how might they make food selections at lunch time?

When a person is really hungry they tend to choose quick foods which are sometimes high in fat and sugar. They also have the tendency to eat too fast and eat too much food to feel better.

Question: If you don't eat breakfast now how could you get started with this new habit?

If you don't feel hungry in the morning, you could start with something small, like a piece of toast or half a container of yogurt. Once you get accustomed to eating earlier in the day, begin adding more to your morning meal.

### **Activity #2** Let's Compare the Energy for Learning from Two Different Breakfasts

Show the Let's Compare the Energy for Learning from Two Different Breakfasts Poster. Explain what happens when a high sugar breakfast is consumed compared to a balanced breakfast or a breakfast that has foods from 3 food groups.

Ask a couple of students to explain what they see in the visual and what it means.

Question: What do you think would make a good breakfast?

Educator Notes: Use a variety of food models and put together 2 examples of breakfast ideas that show the combinations from 3 food groups. Be sure to explain that breakfast can be leftovers from dinner, like pizza or soup, a sandwich of the foods we generally call breakfast foods. Show these ideas with the food models.

A healthy breakfast may consist of some protein from low fat meats, eggs, beans; some fiber that can be found in whole grains, vegetables and fruits. Something like a hardboiled egg, an orange, and a bowl of whole grain cereal with low fat milk is a good example of a healthy breakfast. Make some suggestions about foods from the Go category, as discussed in Lesson #1.

Be sure to limit sugary cereals, syrups, pastries and white breads because they are digested quickly and will leave you hungry and tired in just a few hours. Protein and fiber satisfy your hunger and will keep you feeling full until lunch time.

### **Activity #3** Start your Head Breakfast Quest

Hand out Start your Head Breakfast Quest hand out to each student. Ask students to do #1 - Find a quick breakfast you can prepare at home. Follow the guidelines of three food groups, from the Go foods and low in sugar and high in fiber. Circle those foods. Allow students to share their choices. Do they follow the guidelines? How can they improve?

Ask students to do #2 - Find a quick breakfast you can carry with you - A grab & go breakfast. Follow the same guidelines of three food groups, from the Go foods and low in sugar and high in fiber. Place a box around these foods. Allow students to share their choices. Do they follow the guidelines? How can they improve?

Ask students to do #3 - on the backside of Breakfast Quest, the flyer is called "Breakfast & Me Checklist" and it is a checklist to answer the questions: How will eating breakfast help me? How does your body feel if you skip breakfast? How does your body feel after you have eaten breakfast?

### **Activity #3 A** Create a Healthy Breakfast

Divide children into small groups and have them write a breakfast plan using 3 different food groups from MyPlate. Have each group assign a spokesperson and this person will report the breakfast idea. Be sure they identify the food group **OR** give each group a variety of food models and then present a breakfast idea with the models. If they are missing a specific food in their collection, just have them write the specific food on a card or paper.

Here are some healthy suggestions in case they need ideas.

- Breakfast smoothie made with milk and fruit; add 3 tablespoons bran cereal
- Slice of cheese melted on whole wheat bread and a banana

- Vegetable omelet with a bran muffin and orange juice
- Eggs, juice and whole grain toast
- Smoothie made with fresh or frozen fruit and nonfat yogurt and a piece of toast
- Half a turkey sandwich on whole wheat bread with a glass of milk
- Dinner leftovers such as soup, stew, pasta, pizza or casseroles.
- Whole grain cereal with low-fat milk and topped with fruit
- Juice and a whole wheat pita stuffed with a sliced hard cooked egg

**Activity #4** Snack

Bug Juice Smoothie with a Whole grain cracker

**Activity #5** Review (Two Options)

1. Review Target

Understand the importance of eating breakfast every day and the consequences of skipping breakfast.

2. Breakfast Bingo

Give each student a bingo card. Instruct the students to mark the card with either true or false after you read the bingo question. After the students mark their answer, discuss the correct answer using the information on the bingo questions paper. If a student marked the answer incorrectly, find their reasons and build this information into your discussions. Be sure to mix up the questions as you ask them. Eventually a student will get a “bingo”, but continue with the game until someone gets a blackout. This is not really a true bingo game, but just using the bingo format to get the students actively involved.

# NEWS PARENTS CAN USE

## Lesson 3

## Breakfast

## Fruit Smoothies

### WHAT WE DID TODAY

Breakfast is important!

Today in Nutrition in Me!, students discussed the importance of eating breakfast each morning. This is what we talked about –

*Eating a good and healthy breakfast in the morning will “break the fast” of the hours you were without food as you slept. A healthy breakfast each morning plays an essential role in helping you feel full. It also helps your body function at its best. It’s like putting gas in car to make it go – without any gas it just sputters and you go no where. Without breakfast you just sit, feel tired and just can’t get started with your school work. Regular breakfast eaters feel better and get off to a good start each morning.*

### Parent’s Corner

Need some quick and easy ideas for breakfast that have foods from three of the MyPlate food groups?

- ❖ Slice of cheese melted on whole wheat bread and a banana
- ❖ Vegetable omelet with a bran muffin and orange juice
- ❖ Eggs, juice and whole grain toast
- ❖ Smoothie made with fresh or frozen fruit and nonfat yogurt and a piece of toast
- ❖ Half a turkey sandwich on whole wheat bread with a glass of milk
- ❖ Dinner leftovers such as soup, stew, pasta, pizza or casseroles
- ❖ Whole grain cereal with low-fat milk and topped with fruit
- ❖ Whole grain waffles with peanut butter, fruit or ricotta cheese
- ❖ Juice and a whole wheat pita stuffed with a sliced hard cooked egg
- ❖ Oatmeal with raisins or fresh fruit and milk

### Be Healthy!

The right kind of breakfast is important.

Breakfast can be a very simple meal. It doesn’t have to be time consuming or costly to prepare. There is just one thing to keep in mind when planning a healthy breakfast.

**A breakfast with a food from three of the MyPlate food groups is best!** Here are some suggestions:

Grains: bread, cereal, rice or tortilla

Meat & Beans: meat, beans, nuts or eggs

Milk: cheese, yogurt or milk

Fruits: orange, banana, berries or apple

Vegetables: carrots, tomatoes, peppers or potatoes



## Breakfast and Classroom Performance

Studies have shown that when children have breakfast, they are more alert and participate more fully in school activities. Breakfast eliminates those mid-morning hunger symptoms, such as sleepiness, restlessness and fatigue. Unlike adults, students cannot compensate for feelings of hunger, but can exhibit unacceptable behaviors and require more disciplinary intervention.

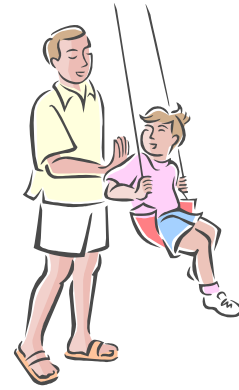


## Problem Solving Skills

In many classrooms the demanding subjects that require problem solving skills are taught in the morning. A child who does not eat breakfast has little or no energy to concentrate. Breakfast provides this energy and helps a child concentrate and accomplish learning tasks. Doing well on those standardized tests require consistent, healthful foods throughout the year, not just during testing times.

Choosing a sugary breakfast cereal, soda pop, fruit drink, candy or pastry for breakfast causes a quick rise in blood sugar and energy. About an hour later blood sugar and energy decline rapidly and bring on the symptoms of hunger.

## Families on the Move!



Families that play together have better relationships with their children. They also get healthier at the same time!

What are some of your favorite childhood memories? Are they of the chores you did or the TV programs you watched? Probably not.

Your favorite memories are more likely about the times when family and friends enjoyed each other, played, laughed and had fun together.

Maybe you would like to make a habit of taking time to play with your children two or three times a week. You will get closer, have fun and be healthier!



## QUE HICIMOS HOY

¡El desayuno es muy importante!

Hoy en Nutrición en Mi! II los estudiantes hablaron de la importancia de tener desayuno cada mañana. Esto es de lo que hablamos:

*Con el desayuno se rompe el ayuno de las horas que estuvo sin alimentos debido a que estaba dormido. Un desayuno saludable por la mañana juega un parte muy esencial al ayudarlo a sentirse satisfecho. También ayuda al organismo a funcionar de la mejor manera posible. Es como ponerle gasolina a un carro para que se mueva, sin gas solamente hace ruido y no se mueve. Cuando no se desayuna solamente quiere estar sentado, se siente cansado y no puede hacer el trabajo en la escuela. Los que se desayunan se sienten bien y empiezan muy bien la mañana.*

## La Esquina de los Padres

¿Necesita algunas ideas para desayunos rápidos que contengan 3 grupos de alimentos de MiPlato?

- ❖ Una rebanada de queso derretido en una rebanada de pan integral y un plátano.
- ❖ Una torta de huevo con vegetales, un panecillo de salvado y jugo de naranja.
- ❖ Huevos, jugo y un pan integral tostado.
- ❖ Licuado con fruta fresca o congelada, yogurt sin grasa y una rebanada de pan integral tostado.
- ❖ La mitad de un sándwich de pavo en pan integral con un vaso de leche.
- ❖ Sobrantes de la cena como sopa, guisado, pasta, pizza o cacerolas.
- ❖ Cereal integral con leche baja en grasa y fruta encima.
- ❖ Waffles integrales con mantequilla de cacahuate, fruta o queso Ricotta.
- ❖ Jugo y un pan pita integral rellena con huevo cocido.
- ❖ Avena con pasas o fruta fresca y leche.

### ¡Este Saludable!

¡Es importante que tenga un buen desayuno!

El desayuno puede ser una comida simple. No es necesario que implique mucho tiempo o dinero para prepararlo. Solamente tome en cuenta lo siguiente:

**Un desayuno que contenga tres grupos de alimentos de MiPlato es lo mejor. Sugestiones:**

<b>Granos:</b>	pan, cereal, arroz o tortilla
<b>Carne y frijoles:</b>	carne, frijoles, nueces, huevos
<b>Leche:</b>	queso, yogurt o leche
<b>Frutas:</b>	naranja, plátano, frutillas o manzana
<b>Vegetales:</b>	zanahoria, tomate, pimiento morrón o papa



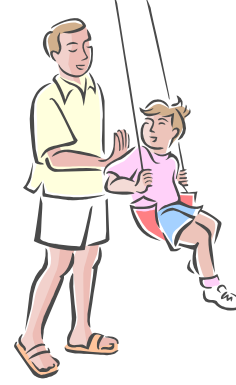
## El Desayuno y el Desempeño en el Salón de Clases

Los estudios muestran que los estudiantes que se desayunan generalmente están más alertas y participan completamente en las actividades de la escuela. El desayuno elimina esos síntomas de hambre a media mañana, como sueño, inquietud y fatiga. A diferencia de los adultos los estudiantes no pueden compensar por los sentimientos del hambre, pero pueden exhibir conductas inaceptables y requieren más intervención disciplinaria.



## Habilidades para Resolver Problemas

En muchos salones de clases las materias que requieren habilidad para resolver problemas se enseñan por la mañana. Un estudiante que no se desayuna tiene muy poca o nada de energía para concentrarse. El desayuno provee la energía necesaria para poder concentrarse y lograr el aprendizaje requerido. Pasar los exámenes estandarizados se requiere consistencia, alimentos saludables durante todo el año, no solamente durante las pruebas.



## ¡Familias en Movimiento!

Las familias que se divierten juntas tienen mejores relaciones con sus hijos. Ellos también son más saludables.

¿Cuáles son las memorias favoritas de su niñez? ¿Son las tareas que le asignaban o los programas de televisión que veía?

Probablemente no. Las memorias favoritas son los tiempos que se disfrutaron en compañía de la familia y de los amigos, cuando jugaban reían y se divertían juntos.

Tal vez le gustaría formarse el hábito de tomar el tiempo necesario para jugar con sus hijos dos o tres veces por semana. ¡La familia se unirá más, tendrán mucha diversión y estarán más saludables!



Esta institución es un proveedor y empleador que ofrece igualdad de oportunidades para todos. Este material se desarrolló con fondos de extensión de la Universidad Estatal de Washington por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los Estados Unidos (USDA siglas en inglés). SNAP ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, contacte: <http://foodhelp.wa.gov> o al programa Basic Food al número 1 877 501 2233.

## Bug Juice Smoothies

This yogurt-based blender drink gets its crazy color from the assortment of fruits that you use.

4 – 1 cup servings

### Ingredients:

- 2 cups vanilla low fat yogurt
- 2 medium bananas, cut into chunks
- 1 cup frozen strawberries
- 1 cup orange juice

### Directions:

Place ingredients in blender. Cover and blend on high speed about 30 seconds or until smooth. Pour into 4 glasses. Serve Immediately.

Nutrition Facts	
Serving Size 1 cup (267g)	
Servings Per Container 4	
Amount Per Serving	
<b>Calories 200</b>	<b>Calories from Fat 10</b>
% Daily Value*	
<b>Total Fat 1g</b>	<b>2%</b>
Saturated Fat 0.5g	3%
Trans Fat 0g	
<b>Cholesterol 5mg</b>	<b>2%</b>
<b>Sodium 115mg</b>	<b>5%</b>
<b>Total Carbohydrate 44g</b>	<b>15%</b>
Dietary Fiber 3g	12%
Sugars 33g	
Protein 5g	
Vitamin A 10%	Vitamin C 90%
Calcium 15%	Iron 2%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Saturated Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

## Strawberry Smoothie

2 – 1 cup servings

### Ingredients:

- 1 container (6 oz) low fat strawberry yogurt
- 1 cup fresh strawberry halves or frozen unsweetened whole strawberries
- ¾ cup fat free milk
- 2 tablespoons bran cereal

### Directions:

Place all ingredients in blender. Cover; blend on high speed 10 seconds. Scrape down sides of blender. Cover; blend about 20 seconds longer or until smooth. Pour into 2 glasses. Serve immediately.

## Nutrition Facts

Nutrition Facts	
Serving Size 1 cup (260g)	
Servings Per Container 2	
Amount Per Serving	
<b>Calories 170</b>	<b>Calories from Fat 20</b>
% Daily Value*	
<b>Total Fat 2g</b>	<b>3%</b>
Saturated Fat 1g	5%
Trans Fat 0g	
<b>Cholesterol 10mg</b>	<b>3%</b>
<b>Sodium 110mg</b>	<b>5%</b>
<b>Total Carbohydrate 32g</b>	<b>11%</b>
Dietary Fiber 3g	12%
Sugars 23g	
Protein 7g	
Vitamin A 15%	Vitamin C 80%
Calcium 25%	Iron 10%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Saturated Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

## Peachy Yogurt Cooler

2 - 1 cup servings

### Ingredients:

- ½ cup low fat milk
- 1 container (6 ounces) peach low-fat yogurt
- 1 medium fresh peach, peeled, pitted and cut up
- Ground nutmeg

### Directions:

Place milk, yogurt and peach in blender. Cover and blend on high speed about 30 seconds or until smooth. Pour into glasses. Sprinkle with nutmeg.

## Nutrition Facts

Nutrition Facts	
Serving Size 1 cup (221g)	
Servings Per Container 2	
Amount Per Serving	
<b>Calories 120</b>	<b>Calories from Fat 15</b>
% Daily Value*	
<b>Total Fat 1.5g</b>	<b>2%</b>
Saturated Fat 1g	5%
Trans Fat 0g	
<b>Cholesterol 10mg</b>	<b>3%</b>
<b>Sodium 90mg</b>	<b>4%</b>
<b>Total Carbohydrate 20g</b>	<b>7%</b>
Dietary Fiber 1g	4%
Sugars 19g	
Protein 7g	
Vitamin A 10%	Vitamin C 10%
Calcium 20%	Iron 2%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
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Dietary Fiber	25g 30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

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### LICUADOS CON YOGURT

Estos licuados obtienen el color de las frutas que le son agregadas.  
4 raciones de 1 taza



#### Ingredientes:

2 tazas yogurt de vainilla bajo en grasa  
2 plátanos medianos, cortados en trozos  
1 taza de fresas congeladas  
1 taza de jugo de naranja

#### Direcciones:

Coloque los ingredientes en la licuadora, cubra y licue por 30 segundos o hasta que este suave. Vacíe en 4 vasos y sirva inmediatamente.

### LICUADO DE FRESA

2 raciones de 1 taza

#### Ingredientes:

1 yogurt de fresa bajo en grasa de 6 onzas  
1 taza de fresas frescas en mitades o congeladas enteras sin azúcar  
 $\frac{3}{4}$  taza leche sin grasa  
2 cucharadas cereal de salvado

#### Direcciones:

Coloque todos los ingredientes en la licuadora, cubra y licue por 10 segundos. Con una espátula limpie los lados del vaso de la licuadora, cubra y licue por otros 20 segundos o hasta que este suave. Vacíe en los vasos y sirva inmediatamente.

### LICUADO DE DURAZNO

2 raciones de 1 taza

#### Ingredientes:

$\frac{1}{2}$  taza de leche baja en grasa  
1 yogurt de durazno bajo en grasa de 6 onzas  
 $\frac{1}{2}$  durazno fresco, pelado, sin semilla y picado  
Nuez moscada en polvo

#### Direcciones:

Coloque todo en la licuadora, cubra y licue por 30 segundos o hasta que este suave. Vacíe en los vasos y rocíe con la nuez moscada.

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## Breakfast BINGO Questions

1. If you miss breakfast, it's OK because you can make up by eating extra food at lunch.

**FALSE.** When you skip breakfast you rarely make up for the nutritional losses.

2. A common reason why people don't eat breakfast is because they don't have time in the morning.

**TRUE.** Busy schedules and lack of time in the morning are often reasons for not eating breakfast. But a little planning is all it takes to make time for breakfast.

3. If you don't feel hungry there is no sense in eating breakfast.

**FALSE.** If you don't feel hungry around breakfast time, try eating a little something each morning until your body gets use to eating breakfast.

4. It is only important for students your age to eat breakfast?

**FALSE.** It is important for all people to eat breakfast no matter their age.

5. Is it possible to prepare a nutritious breakfast in less than five minutes?

**TRUE.** A bowl of cereal and a glass of juice, a tortilla and low-fat cheese and salsa or breakfast smoothie do not take much time to prepare. If you plan ahead and have the right ingredients, breakfast can be prepared quickly.

6. If you skip breakfast it will help with weight control.

**FALSE.** Actually breakfast skippers are more likely to overeat, which can lead to weight gain.

7. Donuts, pop-tarts and cinnamon rolls are high in fat and low in nutrients and should seldom be eaten.

**TRUE.** There are no bad foods, but there are foods that should be eaten less often than other foods.

8. If you skip breakfast you will have a harder time concentrating and may not perform as well on tests.

**TRUE.** Your brain and muscles need a constant source of energy to work their best. If you skip breakfast your brain and muscles will suffer.

9. Foods high in sugar, like cookies, sodas and sugary cereals, will give you long lasting energy.

**FALSE.** Foods high in simple sugars, such as cookies, sodas and sugary cereals, give you energy that is used very quickly. Foods such as low sugary cereals, tortillas, rice and oatmeal give you energy that will last much longer, so you can make it to snack or lunch time.

10. Spaghetti or a quesadilla are poor choices to eat for breakfast.

**FALSE.** You don't have to eat just breakfast foods for breakfast. Foods like bean burritos, noodles with vegetables, pizza or sandwiches are all foods that would give you a good start for the day.

11. Eating breakfast increases your energy.

**TRUE.** Food gives you energy and without food your body has to work a lot harder. By supplying the calories your body needs in the morning, your brain will run better and so will your body.

12. Eating strawberry jelly is as good for you as eating fresh strawberries.

**FALSE.** Jelly is considered a condiment and the amount of fruit in jelly is very limited. Jelly also contains a lot of sugar.

13. After a full night's sleep your brain needs to refuel.

**TRUE.** When you wake up every morning, your body has gone without food for eight to twelve hours. Your brain needs to refuel with its main energy source, glucose, which is found in carbohydrates.

14. White rice and white bread are good examples of grain foods that are full of vitamins, minerals and fiber.

**FALSE.** Although these grain foods are fortified with certain vitamins and minerals, these products are lower in fiber and higher in sugar and fat than their whole grain counterparts. Whole grain foods help to keep us fuller longer.

15. Drinking beverages at breakfast really isn't necessary?

**FALSE.** Your body needs liquids to stay hydrated. At breakfast time, or in the morning, try to drink at least two cups (8 oz. each) of liquid, such as water, low fat or skim milk or 100% juice.

16. People who eat breakfast live healthier lifestyles.

**TRUE.** Children and adults tend to make healthier food choices throughout the day and are more physically active than those who skip breakfast.

17. More than 40% of students skip breakfast.

**TRUE.** Yes, this is true and generally the reasons given are no time, no one makes it for me or I'm not hungry. What can you do? Eat breakfast at school, make it the night before or plan to get up 15 minutes earlier.

18. Is any kind of breakfast better than no breakfast?

**TRUE.** Yes, but try not to make it pastry, pop tarts or other high fat and sugary foods too often. Besides, you won't feel full for very long without any protein.

19. Is it bad to eat bacon, eggs and toast for breakfast?

**FALSE.** All of these foods are good foods, but we just need to eat foods that are higher in fat in moderation.

20. If I eat breakfast can I skip lunch?

**FALSE.** We need nutritious food on a regular schedule throughout that day to keep our energy level balanced. Skipping any meal is not good because it can cause people to overeat at the next meal because they are so hungry. Going without food can also affect our performance and attitude.

21. You can generally order/find a nutritious breakfast at a fast food restaurant.

**TRUE.** Many fast food restaurants have orange or apple juice, egg or bean burritos, cheese quesadilla, French toast, sausage/muffin. All of these foods are nutritious, but we just need to be conscious of the amount of fat in any food.

22. If you are really hungry it's okay to overeat at breakfast and then just skip lunch.

**FALSE.** Overeating is never a good idea – we should eat until we are just satisfied. Overeating makes you tired and includes more calories than we need at a meal. Even if you overeat, you are generally hungry at the next meal time and can have a tendency to overeat again.

23. You can substitute a vitamin pill for breakfast because a vitamin has all the nutrients you need.

**FALSE.** Vitamin pills may have most of the nutrients we need, but they have no fiber and they are generally lacking in protein. Vitamin pills will not give us energy and we will still be hungry. Eating is pleasurable and something we should enjoy.

24. You can save time in the morning if you set out your breakfast foods the night before.

**TRUE.** You can save time by setting out your box of cereal, bowl and spoon and refrigerate your cut up fruit. Be sure you have juice in the pitcher and ready to pour into your glass. If you are eating leftovers from another meal, have them on a plate ready to microwave.

25. Snacking before you go to bed could ruin your appetite for breakfast?

**TRUE.** If you eat too much food before going to bed, you may not be hungry when you get up. You could still feel full from the night before. If you are hungry before bedtime, just eat a small snack. You will sleep better and be hungry in the morning.

26. The more often you eat breakfast, the more often you will crave it.

**TRUE.** This is a good thing! Your body will tell you that you need nourishment in the morning and that you are hungry. Be sure to listen to your body's message. Remember to choose healthy foods from 3 food groups.

27. Eating breakfast will make you hungry all day.

**FALSE.** We should be hungry to eat every 3-4 hours. Regular eating times will help prevent cravings, mood swings and “keep your engine humming” all day long.

28. Eating breakfast is just as important as what we choose to eat for breakfast?

**TRUE.** Making a habit of eating breakfast is very healthy. Once we make a habit to eat in the morning, it can last for a long time. Eating a “healthy” breakfast means choosing healthy foods. They both go together.

29. A quick energy breakfast in the morning is more important than a slow-release breakfast?

**FALSE.** Several research studies say that a breakfast that slowly releases carbohydrates into the blood helps memory and concentration more than those that rapidly release large amounts. Carbohydrates are released slowly by foods that contain whole grains and solid fruit rather than refined grains (whether bread, pastry or cereal) and fruit juice or soft drinks.

30. Breakfast can be the most important meal of the day?

**TRUE.** Breakfast benefits our overall health because it gives a great opportunity for people to take in nutrients often lacking in the American diet. Studies often link eating breakfast with higher daily intake of fiber, calcium, iron, folic acid and vitamin C. The common breakfast foods that give us these nutrients are whole grain cereal or bread (fiber and iron), milk (calcium) orange juice (vitamin C, folic acid).

31. Energy bars are really full of good energy?

**FALSE.** Many energy bars can be very high in sugar and sometimes fat. Energy bars lack fiber and carbohydrates that can release energy slowly into the body and keep us feeling full longer.

32. Eating breakfast gets your metabolism fired up and you can burn more calories during the day.

**TRUE.** When we feed our bodies in the morning, we get our engines revved up for the day. Our body begins to burn calories for energy so we can do our work, study better and perform better in athletics. Eating breakfast also makes our body burn more energy throughout the day and become a more efficient machine all day long. If we start out on empty in the morning, there are no reserves to get us through the day. It's just like putting gas into the car. If we don't fill up the tank and then try to drive to Seattle, we only get half way there before running out of gas or energy.

# Start your head breakfast quest...

1. Find a quick breakfast you can prepare at home. **Circle** those foods.

2. Find a quick breakfast you can carry with you - "A grab and go breakfast". Place a **box** around those foods.



# breakfast & me checklist

*How will eating  
breakfast help me?*

✓ Check all the true statements.

- It will help me wake up in the morning.
- It will help me think more clearly.
- It will make my eyes change color.
- It will help my stomach feel less grouchy & grumbly.
- It will give me energy to have fun at recess.
- It will help me get good grades in school.

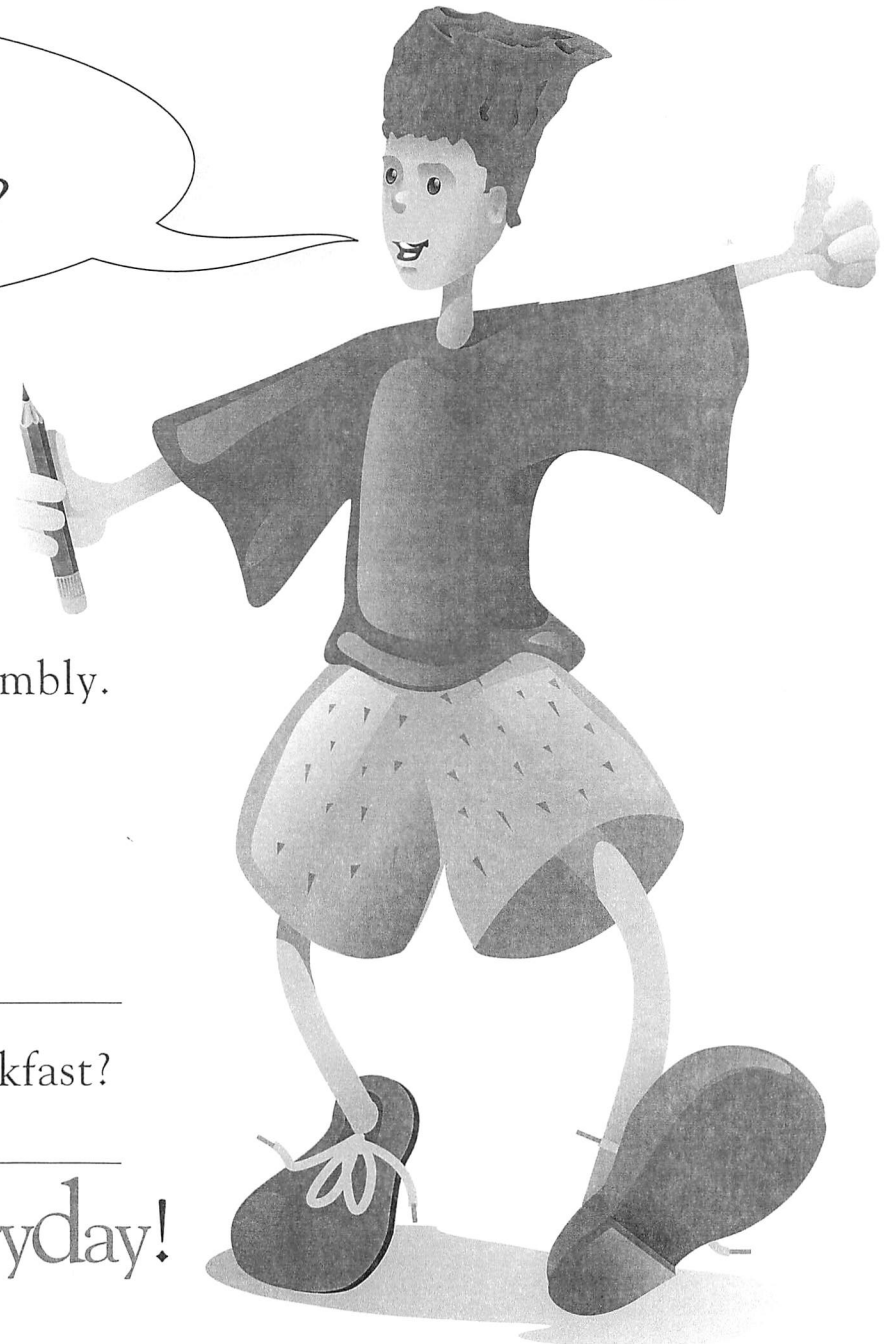
How does your body feel if you skip breakfast?

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How does your body feel after you have eaten breakfast?

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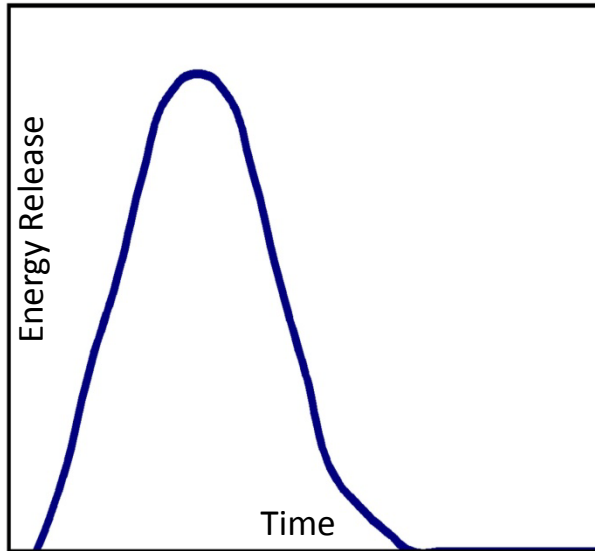
Start your head...eat **breakfast** everyday!





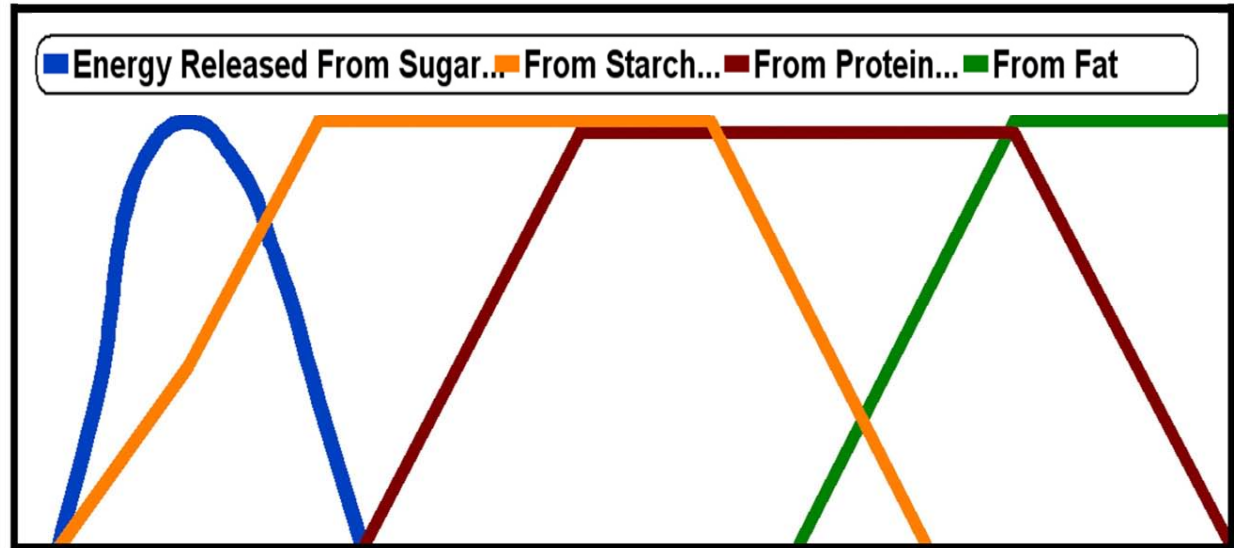


# Let's Compare the Energy For Learning from Two Different Breakfasts



Meal eaten and energy released from sugar

Choosing a sugary breakfast cereal, soda pop, fruit drink, candy or pastry for breakfast causes a quick rise in blood sugar and energy. About an hour later blood sugar and energy decline rapidly bringing on symptoms of hunger.



Meal eaten and energy released from sugar and starch

Energy released from protein

Energy released from fat

A breakfast from 3 MyPyramid Food groups:

- **Grains:** bread, cereal, rice or tortilla
- **Protein:** meat, beans, nuts or eggs, whole grains
- **Dairy:** cheese, yogurt or milk
- **Fruits:** orange, banana, berries or apples
- **Vegetables:** carrots, tomatoes, peppers or potatoes

This breakfast gives a slow release of energy and delays the symptoms of hunger for several hours.





NUTRITION IN ME

4<sup>th</sup> GRADE Curriculum

Lesson 3

## **Nutrition in Me! 4**

### **Lesson 3 – Label Reading**

#### **LEARNING OBJECTIVES**

- Awareness: The nutrition facts label provides key information to provide the healthiest food choice.
- Knowledge: Identify the five nutrition facts to compare and contrast a variety of foods.
- Skills: Demonstrate how to find specific nutrition information on a food label.
- Behavior: To choose foods that are low in fat, sugar and salt and high in fiber most of the time.
- Target: To be able to compare and contrast nutrition facts label to make a healthier food choice.

#### **SUPPLIES:**

- 2 brown lunch sacks to cover Ranch samples
- 2 rubber bands
- Fit Sticks/Dancing Dice
- Average size Russet Potato, the size of a baseball
- Food labels (laminated cards to compare/contrast)
- Each Educator needs 5 of each food comparison)
- Poster of a Nutrition Fact Label (russet potato vs. potato chip)
- Document Camera
- Magnets to hold poster on board
- Justice for All Poster

#### **FOOD TASTING SUPPLIES:**

- Food Processor to grate the veggie slaw ingredients
- Small paper plates
- Forks
- Napkins
- Tongs
- Container to transport salad
- Cooler
- Ice Packs
- Handy wipes

#### **FOOD TASTING INGREDIENTS:**

- Carrots
- Jicama
- Red Cabbage
- Ranch dressing (regular and lite)
- Squeeze bottles are more convenient to dispense. You are welcome to use store brands as well.
- Average size russet potato, the size of a baseball

#### **HANDOUTS:**

- Label Lingo worksheet
- Blind Taste Test questionnaire
- Parent Newsletter
- Writing Prompt

#### **PREP-TIME:**

- 15 Minutes to gather teaching supplies.
- 30-45 minutes to prep Veggie Slaw.

Prior to Lesson:

Shop for ingredients for snack

Copy handouts

Gather needed supplies for lesson (see above)

Write #1 and #2 on each brown paper lunch sack and cover Ranch bottles. Secure with a rubber band around the top.

## **EVALUATION METRICS**

What parts of the nutrition facts label would you use to compare two different foods?

## **LESSON FLOW (45-minute lesson)**

Prior to lesson in the classroom:

- Set up plates (however many students) on a space provided. This saves time during the lesson.
- Have teaching material ready.
- Make sure document camera is set up.

During Lesson:

- Review of previous lesson (Go Slow Whoa)
- Review Homework: Hunger scale with school lunch
- Physical Activity
- Introduction to Lesson
- Activity #1: The Grocery Store
- Activity #2: The Nutrition Facts Label
- Activity #3: Nutrition Facts Label Comparisons
- Activity #4: Food Tasting Experiment (snack)

## **EDUCATOR HINTS AND TIPS**

- For the blind taste testing the #1 should be the Lite Dressing and #2 should be the regular.
- Please refer to the educator tips that are in the scripted outline.
- The script is a suggested way of presenting the information, but if there is a better flow of wording you are more comfortable with, please feel free to use it as long as the objective is being met.

## **FOOD SAFETY**

- Must have food handler's card.
- Follow best practices for food safety and food handling.
- Follow best practices for handling knives and any other appliance and utensils.
- Wash fruits and vegetables prior to preparing and eating.

## **ALLERGY ALERTS**

- Prior to teaching in the classroom, obtain any food allergy concerns from teacher.
- For children with food allergies, they are encouraged to bring own snack from home. When possible the nutrition educator with modify food tasting snack; i.e. remove cheese from wrap, or provide a small serving of fruit for fruit parfait (dairy allergy)

## **Teacher Outline (Scripted)**

Good Morning (afternoon)! It's wonderful to see you again. I hope you are having a great week so far.

## REVIEW

We had a couple targets last week:

- One was to learn to listen to your body when feeling hungry and to know when you've had enough to eat. (Refer to the homework below)
- The other target was to choose to eat GO foods most of the time. How many of you tried to include mostly GO foods in your meals this past week? Who would like to share a meal they ate? What are some examples of GO foods?

## HOMEWORK

- Did anybody keep track of your hunger before and after lunch this past week? Did anybody notice a pattern?
- Listen for responses. If a student says they were a "2" before lunch and "3" after, express that that is exactly what we want. If we are feeling a "2", what is our body telling us? We need food!
- If a student mentions they felt a "1" before lunch, ask about their breakfast. Did they skip or was their breakfast small?
- If a student mentions they ate to a "4", ask them how they felt in the afternoon. Were they able to concentrate as well on their school work? Reiterate that it is always good to eat to a level "3" when eating our meals, so we feel full, but not overstuffed.
- GREAT WORK! They can keep their hunger scale in their Reflection Journal

## PHYSICAL ACTIVITY

- Use the Fit Sticks or the Dancing Dice

## INTRODUCTION

Supplies: White board and pen

Today we are going to learn a very important skill that you will use for the rest of your life. Can you guess what it is? We are going to learn what to look for on a nutrition facts label so we know the types of nutrients we are eating. We will compare and contrast food labels and then do a fun food tasting experiment using Ranch dressing.

### Activity #1: The Grocery Store (5 minutes)

How many of you go to the grocery store with your family?

How many of you help decide what types of foods are purchased for your family?

What types of foods or drinks do you usually ask your family to buy for you?

When you go to a typical grocery store like \_\_\_\_\_, (Safeway, Fred Meyer, or local grocery store in the area), how many *different* food items do you think are available to us? What I mean by food item, is that peanut butter is an item, carrot, bread, milk, etc.

**EDUCATOR'S TIP:** You might need to clarify what you mean by food item, like listed above.

I'm going to write 3 different numbers on the board and I'm going to ask for a classroom vote on what you think the correct number is.

5,000 items?

30,000 items?

15,000 items at the grocery store?

The answer is 30,000 different food items! Wow! That's a lot of different choices we have when we enter the grocery store. Do you think it can be overwhelming at times?

Let's take a look at just one food item; cereal. Can you picture the cereal aisle in your head? Now raise your hand and tell me a cereal. (Do this quickly)

Did we even name 1/4 of the cereals that are available? Nope, so even choosing a cereal can be a daunting task.

When we go to the grocery store we choose food items in a variety of ways.

1. Cost. We always want to get the best price we can for the value.
2. We like to have the same food item in our cupboard or fridge all the time. For example milk, bananas, etc.
3. We might want to try a new food we've seen advertised, a new recipe, or we might have a coupon for a particular food.
4. We choose a food because we know that it is the most nutritious for us.

But how do we make sure it is healthy for our body? By looking at the nutrition facts label.

### **Activity #2: The Nutrition Facts Label**

Supplies: Poster of Nutrition Facts Label Potato vs. Potato Chip

Average size potato (typical serving size)

**EDUCATOR'S NOTE:** It's a good idea to tape a 2 3/4 oz size potato chip bag next to the label so the students have an idea of the amount of chips that is reflected on the label.

What is the Nutrition Facts Label?

- It's the information on the food packaging (usually on the side or back) that will tell us the nutrient content of that food or drink. It provides information about the serving size, calories, fat, sugar, fiber and other nutrients in the food.

As an example for today, we are going to compare an average size potato with a bag of potato chips. (Have poster displayed on board)

#### **Serving Size:**

- Is the standardized amount of a food or drink.
- All the numbers you see on this label reflects on the single serving size. (Point to poster and compare the two serving sizes.
- Serving sizes also have to be easily comparable for the consumer. For example, if you are looking at boxes of crackers, one type of cracker has a serving size of 5 crackers and the other type of cracker and 20 as a serving size. Is this a fair comparison? Would you have to do some math in your head? Probably, and that isn't something the average person wants to do when they are grocery shopping.
- Servings per container is important too. Suppose I end up eating this entire bag of potato chips? What do I need to do to the numbers? Multiple by 3.

#### **Calories:**

- You can look at calories. However if you are eating the majority of your foods from the GO category, you know you are eating foods that are nutritious for your body. Which calories would be better for you? A 100 calorie potato or 100 calorie of potato chips?

#### **%DV (Daily Value):**

- Is a number that helps you know if there is a lot or a little of a certain nutrient in a serving of food.
- Use the 5 - 20 Rule to help it make sense. 5% or below is low. 20% or more is high. So for example, if you want to choose a food that is low in fats, choose a food that has 5% or lower under total fat. (Refer to poster for an example)
- If you want a food that is high in fiber, choose a food that is close to 20% or higher.

#### **Total Fat:**

- We want this number to be low. You will also see Saturated Fat and Trans Fat. Saturated fat is found mostly in animal products such as meat and dairy, and in some tropical oils such as coconut oil. 5% DV or lower is the goal.
- Trans Fat we always want to be zero.

**EDUCATOR'S NOTE:** Some students might notice that food products have poly and monounsaturated fat under total fat. These are fats that are found in oils such as vegetable and olive oil and also found in nuts, avocados and fish. Most of the fats we eat should come from these "healthy" fats.

**Sodium:**

- We want this number to be low as well. We do eat a lot of sodium in our diet because of the processed foods that we eat.
- Do you know what processed foods are? Any foods that are already made and prepackaged, such as soups, crackers, cookies, chips and frozen meals.
- And don't forget the salt we shake on our food at the table. The best thing is to not add any extra salt to our food.

**Sugar:**

- Right now on the food label the sugars you find will be total sugar for the entire serving and there is no %DV. Foods such as fruit and milk do have naturally occurring sugars. But other foods such as breads, cereals, crackers and drinks can have added sugars.
- On the new food label, which is coming in 2018, we will be able to see the amount of sugar that is naturally in the food and any added sugars, which are the sugars we want to keep to a minimum.

**Fiber:**

- What do you remember about fiber? Helps with our digestive system to keep it clean and running in good order.
- Do we want a high percentage or low? Yes, high percentage!
- Who remembers what foods are high in fiber? Whole grains, vegetables and fruits. Awesome job!

**Activity #3: Nutrition Facts Label Comparisons**

Supplies: Laminated food label sheets with 2 different foods on each card. Label Lingo worksheet.

**EDUCATOR'S NOTE:** The instructions listed below is one way to complete this activity with the students. Another option, is to have groups of 2-3 students rotate in stations, each food comparison sheet being a station, that way the students have additional opportunities to read and compare labels.

- Comparing the yogurts will be the challenge for the students, because there really isn't a correct answer, but will be interesting to hear how the students come up with their answer.
- Divide the students into 5 different groups. Or use the classroom grouping, whichever is easiest.
- Pass out the Label Lingo worksheet to each student.
- Working as a team, each group will analyze one food label (laminated sheets) given and fill out the worksheet.
- It is best to model what they are to do. You can have your own 2 foods to fill out the sheet or use one of the student foods.
- Demonstrate with the first couple lines, then have the students work on their own. Give the students about 5 minutes to complete sheet.
- Once the students have finished, have each group (or just a few, depending on time) share what they found out: Which food would they choose to be the healthiest and they have to provide a reason why (evidence), such as high in fiber, low in sugar, etc.

**EDUCATOR'S NOTE:** When students are filling out the worksheet have the teacher dismiss groups of students to go wash their hands. In the meantime, the educator can prepare food tasting by placing 2 piles of veggie slaw on each plate along with a small amount of Lite Ranch Dressing by one pile of slaw.

#### Activity #4: Food Tasting Experiment

Supplies: Plates, forks, veggie slaw, covered dressings, tasting sheet

<Have a student or teacher pass out the tasting sheet>

##### INSTRUCTIONS (Explanation to students)

1. We are going to be conducting a “blind” taste test with 2 different ranch dressings. You won’t be blindfolded, but you will not know what type of ranch dressing you are tasting because I have the labels covered.
2. When a blind taste test is done, there are a couple of rules that must be followed to get an accurate result.
  - There is absolutely **NO TALKING**. If you express to your classmates how you think the dressing tastes, you are influencing their thoughts on the dressing.
  - We all taste at the same time.
  - We will taste sample #1 together, then sample #2.
3. Each plate has 2 piles of veggie slaw, one pile for sample 1 and the other for sample 2. You will notice that there is already 1 sample of dressing on your plate, that is sample one.
4. When you taste sample #1, only eat that first pile. Pile 2 is for sample #2.
5. While you are tasting the ranch dressing, fill out your sheet in the order listed. First you will smell the sample, then you can dip your fork into the dressing to see how it tastes without the slaw, then you can mix it up with the slaw and eat the first pile.
6. While you are tasting sample #1, I will be coming around and putting sample #2 on your plate, but do not taste it yet until I tell you to.
7. Conduct the experiment. Then ask these questions:
  - Could you tell that the samples were different?
  - Between the two samples which one did you prefer?
  - Why did you like it better than the other sample?
  - How did the two samples taste different?
  - How did the two samples taste the same?
  - How many preferred sample #1 over sample #2?
  - How many preferred sample #2 over sample #1?
  - How many could eat both?

Secretly take the dressings out of the bags.

Show the bottles side by side without telling them which one is Sample #1 or #2.

- What does the front of the label tell us about the differences of the dressings? One is lite and the other is regular.
- What do you think the word Lite means? Listen to answers. The word lite means 1/2 the calories and fat.
- How many of you think sample #1 is label #1, or how many of you think sample #1 is really #2?

**EDUCATOR’S NOTE:** Another way would be to hold up Sample #1 and ask: how many of you think this was sample #1. Then hold up bottle #2 and ask how many of you think this was sample #1. The majority of the time, classrooms like the “lite” version better, which is great.

##### Points to discuss:

Let’s take a look at the nutrition fact label. Read the differences, pointing out serving size, calories, fat, and sugar and sodium, because students will say one is sweeter or saltier than the other.

- We might make different selections when we know the amount of nutrients in a food. (we want less fat or sodium)
- Sometimes we don’t know what we are eating unless we read the label. (Think about the potato chips, did you eat the whole bag or just a serving size?)
- How will you make decisions about choosing food?

Instruct students to put Label Lingo in their reflection journal.



Pass out Parent Newsletter and stress the importance of sharing the newsletter with their parents. It your way of communicating to them, plus it might have some great recipes for the family to try.

**Writing Prompt:**

Write an email to your friend and describe how you use a food label to compare and contrast 2 foods to pick the healthier food.

Thank you for a great lesson. This week if you go shopping with your parents, read some food labels and figure out what foods would be a healthier choice for you family. Or you can “shop” your cupboards and find out what nutrients your family is eating.

# NEWS PARENTS CAN USE

## Oh, The Things It Can Tell You!

The Nutrition Facts panel on a food package tells you many things about the food inside. Use the food labels to make healthy food choices.

**Serving Size** – Always check the serving size. The information listed is for one serving. Is that what you eat? If you eat twice as much, be sure to double the values listed for all the nutrients.

**Calories** – Your body gets calories from food and uses up calories in physical activity. Balance your daily calorie intake with calorie-burning physical activity. Sixty minutes of day of activity is a goal!

**Fat** – Eat foods low in *saturated fat* and *trans fat* to protect you from heart disease. *Choose foods more often that have less than 3 grams saturated fat.*

**Fiber** – Fiber helps lower blood cholesterol and keeps the intestinal tract clean. Try to get 25 – 35 grams of fiber a day. Whole grains, beans, fruits and vegetables have lots of fiber. *Choose foods more often that have 3 grams of fiber or more.*

**Sugar** – Choose foods low in added sugar. *Choose foods more often that have 5 grams of sugar or less.*

**Vitamins & Minerals** – Choose foods that are high in vitamins and minerals. *A good source of a vitamin or mineral is 20% or higher and a poor source is 5% or less.*

**Remember – it’s what you eat all day that matters. Some foods are more nutrient dense than others. Reading food labels and eating a variety of foods will help you and your family make the best choices.**

<b>Nutrition Facts</b>			
Serving Size 1 BAR, 1/24 OF RECIPE (44g)			
Servings Per Container 24			
<b>Amount Per Serving</b>			
<b>Calories 180</b>		<b>Calories from Fat 70</b>	
<b>% Daily Value*</b>			
<b>Total Fat</b> 7g			<b>11%</b>
Saturated Fat 1.5g			<b>8%</b>
Trans Fat 0g			
<b>Cholesterol</b> 0mg			<b>0%</b>
<b>Sodium</b> 0mg			<b>0%</b>
<b>Total Carbohydrate</b> 25g			<b>8%</b>
Dietary Fiber 2g			<b>8%</b>
Sugars 14g			
<b>Protein 5g</b>			
Vitamin A 8%		• Vitamin C 0%	
Calcium 0%		• Iron 4%	
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
		Fat 9	• Carbohydrate 4 • Protein 4

### Wise Shopper Tips

- ❖ Plan meals and snacks for the week and make a list before going to the store.
- ❖ Stick to your list! Don't buy extras unless you really need them.
- ❖ Use coupons only for foods that you usually buy – otherwise you're not saving money, you're spending more!
- ❖ Shop only once a week. The more you shop, the more you spend.
- ❖ Don't shop if you're hungry – or you will end up buying food you don't really need or spending more money than planned.



### Parent's Corner

**Bite Size Matters.** . . . When children are given large portions of food, they tend to take bigger bites. Consequently, children who take bigger bites are more likely to eat more and to be at risk of being overweight. Help your child learn good eating:

- Serve small portions to start with and let your child ask for more if he or she is still hungry.
- Encourage children to take small bites and eat slowly, enjoying the taste of their food.

### Be Healthy

Let your kids help you divide snack foods into baggies for quick after school snacks. When you get home from the grocery store have your child use a measuring cup or count out the pieces for a serving portion. Put the food into baggies or containers.

When children get home from school allow them to have just one or two portions. This will keep them from eating the whole bag of pretzels while watching television or munching on crackers while they're doing their homework until they have ruined their appetite for dinner. It will also help them get used to using the Nutrition Facts Panel.

### Families On The Move

Watching television together? During the commercial break, take turns letting each family member lead a physical activity. Make a game of being active, Rather than going to the kitchen for a snack.



### Something new to try!

#### Carrot, Jicama, Purple Cabbage Salad

##### Ingredients:

- 1 lb. Carrots
- 1 lb. Jicama
- 1 lb. Purple cabbage

##### Directions:

Grate carrots, jicama and cabbage into a large bowl. Toss lightly to mix; add light ranch dressing and mix until vegetables are lightly coated.

## ¡Las Cosas que le Puede Decir!

La Etiqueta de Nutrición en la envoltura de un alimento le dice mucho acerca de lo que contiene. Para escoger alimentos saludables debemos usar estas Etiquetas.

**Tamaño de la porción** – Siempre revise cual es la porción, la información en la etiqueta es para solamente una ración. ¿Consume solo una porción? Si dobla la ración, asegúrese de doblar la cantidad de cada nutriente en la lista.

**Calorías** – Su cuerpo obtiene calorías de los alimentos que consume y las usa en la actividad física. Entre las calorías que se consumen y la actividad física debe existir un balance bien regulado. Sesenta minutos de actividad al día es la meta.

**Grasas** – Para protegerse contra las enfermedades del corazón no consuma grasas saturadas, ni ácidos grasos modificados. Escoja con más frecuencia alimentos que contengan menos de tres gramos de grasas saturadas.

**Fibra** – Esta ayuda a mantener el tracto digestivo limpio y mantiene el nivel de colesterol a su nivel normal. Trate de consumir de 25 a 35 gramos de fibra al día. Granos integrales, frijoles, frutas y vegetales contienen mucha fibra. Escoja con más frecuencia alimentos que contengan 3 gramos de fibra o más.

**Azúcar** – Busque alimentos sin azúcar agregada. Concéntrese en los que contienen 5 gramos de azúcar o menos por ración.

**Vitaminas y Minerales** – Escoja alimentos que sean altos en contenido de vitaminas y minerales. Una buena fuente es la que tiene 20% o más y uno muy pobre es 5% o menos.

**Tenga presente que lo que come en todo el día es lo que importa. Algunos alimentos tienen nutrientes más densos que otros. Para escoger mejor hay que revisar la etiqueta y consumir una gran variedad de alimentos.**

<b>Nutrition Facts</b>			
Serving Size 1 BAR, 1/24 OF RECIPE (44g)			
Servings Per Container 24			
<b>Amount Per Serving</b>			
<b>Calories 180</b>		<b>Calories from Fat 70</b>	
% Daily Value*			
<b>Total Fat</b> 7g			<b>11%</b>
Saturated Fat	1.5g		<b>8%</b>
Trans Fat	0g		
<b>Cholesterol</b> 0mg			<b>0%</b>
<b>Sodium</b> 0mg			<b>0%</b>
<b>Total Carbohydrate</b> 25g			<b>8%</b>
Dietary Fiber	2g		<b>8%</b>
Sugars	14g		
<b>Protein 5g</b>			
Vitamin A 8%		Vitamin C 0%	
Calcium 0%		Iron 4%	
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
	Fat 9	Carbohydrate 4	Protein 4

## Sugestiones para Comprar Sabiamente

- ❖ Planear las comidas y los bocadillos para la semana y hacer una lista antes de ir a la tienda.
- ❖ No compre extras que no estén en la lista, a menos que realmente las necesite, siga la lista al pie de la letra.
- ❖ Use cupones para los alimentos que consume regularmente, de lo contrario, usted no está ahorrando, sino que está gastando de más.
- ❖ Vaya de compras solo una vez a la semana. Mientras más va de compras más gasta.
- ❖ No vaya de compras cuando tiene hambre, porque va a terminar comprando alimentos que realmente no necesita y va a gastar más dinero del que tenía planeado.



### La Esquina de los Padres

El tamaño de los bocados es importante. Cuando a los niños se les sirven porciones abundantes de comida, ellos tienden a tomar bocados más grandes. En consecuencia los niños terminan ingiriendo más de lo que necesitan y corren el riesgo de tener sobrepeso. Ayude a su niño a aprender a comer:

- Sirva porciones pequeñas y permita que pida un poco más si aún tiene apetito.
- Anímelos a tomar bocados pequeños y a masticar despacio disfrutando el sabor del alimento.

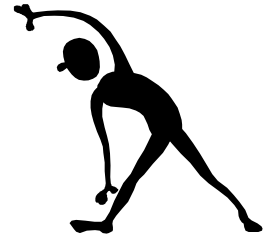
### Sea Saludable

Deje que sus hijos le ayuden a guardar los bocadillos en bolsitas de plástico, para usarlos después de que vienen de la escuela. Cuando regresa del mercado, que su hijo use una taza de medir o que cuente las piezas que formen una porción y las coloque en bolsitas o en cajitas.

Cuando los niños regresan de la escuela pueden tener una o no más de dos raciones. Esto evitará que consuman la bolsa entera de pretzels, mientras ven la televisión o comen galletas saladas cuando están haciendo la tarea lo cual arruinara el apetito para la cena. Además, esto les ayudará a usar las etiquetas de nutrición en los productos.

### ¡Familias en Movimiento!

¿Viendo juntos la televisión? Durante el comercial, que cada miembro de la familia tome su turno como líder de una actividad física. Haga un juego de estar activo, en lugar de ir a la cocina por un bocadillo.



### Something new to try!

#### Ensalada de Zanahorias, Jícama, y Repollo Morado

##### Ingredientes:

- 1 libra de zanahorias
- 1 libra de jícama
- 1 libra de repollo morado

##### Direcciones:

Ralle las zanahorias, la jícama y el repollo en un tazón grande. Mezcle los vegetales y añada aderezo ranchero bajo en grasa; incorpore hasta que los vegetales estén cubiertos.

Esta institución es un proveedor y empleador que ofrece igualdad de oportunidades para todos. Este material se desarrolló con fondos de extensión de la Universidad Estatal de Washington por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los Estados Unidos (USDA siglas en inglés). SNAP ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, contacte: <http://foodhelp.wa.gov> o al programa Basic Food al número 1 877 501 2233.

# Label Lingo

DIRECTIONS: Use the Nutrition Facts Label provided to answer the questions below.

Nutrition Facts	Label #1 Product Name:	Label #2 Product Name:
<b>Serving Size</b>		
<b>Total Fat</b>		
Which food is lowest in fat?		
<b>Dietary Fiber</b>		
Which food is highest in fiber?		
<b>Sugar</b>		
Which food is lowest in sugar?		
<b>Sodium</b>		
Which is lowest in sodium?		

Which food do you think is the healthier choice? \_\_\_\_\_

Why? Provide evidence to back up your choice: \_\_\_\_\_

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## Blind Taste Test with RANCH DRESSING!

### SAMPLE #1:

Does the sample have a distinct smell?

---

What flavors are you experiencing on your tongue?

---

What is the texture like in your mouth?

---

### SAMPLE #2:

Does the sample have a distinct smell?

---

What flavors are you experiencing on your tongue?

---

What is the texture like in your mouth?

---

### **WHICH SAMPLE DO YOU LIKE BEST?**

**Why?**

---



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## Russet Potato



### Nutrition Facts

Serving Size 1  
 Servings Per Container 1 medium potato

Amount Per Serving

**Calories** 100      **Calories from Fat** 0

% Daily Value\*

**Total Fat** 0g      **0%**

Saturated Fat 0g      **0%**

Trans Fat 0g

**Cholesterol** 0mg      **0%**

**Sodium** 0mg      **0%**

**Total Carbohydrate** 26g      **9%**

Dietary Fiber 3g      **12%**

Sugars 3g

**Protein** 4g

Vitamin A 0%      • Vitamin C 45%

Calcium 2%      • Iron 6%

## Barbecue Potato Chips



### Nutrition Facts

Serving Size 1/3 of bag  
 Servings Per Container 3

Amount Per Serving

**Calories** 150      **Calories from Fat** 90

% Daily Value\*

**Total Fat** 10g      **15%**

Saturated Fat 2.5g      **13%**

Trans Fat 0g

**Cholesterol** 0mg      **0%**

**Sodium** 190mg      **8%**

**Total Carbohydrate** 16g      **5%**

Dietary Fiber 1g      **4%**

Sugars 1g

**Protein** 2g

Vitamin A 0%      • Vitamin C 10%

Calcium 0%      • Iron 2%



## Cheese Pizza Pocket



<b>Nutrition Facts</b>	
Serving Size 1	
Servings Per Container 2	
<b>Amount Per Serving</b>	
<b>Calories</b> 320	<b>Calories from Fat</b> 120
% Daily Value*	
<b>Total Fat</b> 13g	<b>20%</b>
Saturated Fat 4.5g	<b>23%</b>
Trans Fat 0g	
<b>Cholesterol</b> 30mg	<b>10%</b>
<b>Sodium</b> 790mg	<b>33%</b>
<b>Total Carbohydrate</b> 35g	<b>12%</b>
Dietary Fiber 2g	<b>8%</b>
Sugars 9g	
<b>Protein</b> 15g	
Vitamin A 8%	• Vitamin C 0%
Calcium 40%	• Iron 10%

## Bean & Cheese Burrito



<b>Nutrition Facts</b>	
Serving Size 1	
Servings Per Container 1	
<b>Amount Per Serving</b>	
<b>Calories</b> 240	<b>Calories from Fat</b> 50
% Daily Value*	
<b>Total Fat</b> 6g	<b>9%</b>
Saturated Fat 2g	<b>10%</b>
Trans Fat 0g	
<b>Cholesterol</b> 5mg	<b>2%</b>
<b>Sodium</b> 690mg	<b>29%</b>
<b>Total Carbohydrate</b> 42g	<b>14%</b>
Dietary Fiber 6g	<b>24%</b>
Sugars 1g	
<b>Protein</b> 9g	
Vitamin A 8%	• Vitamin C 6%
Calcium 8%	• Iron 15%

## Vanilla Yogurt, 1%



### Nutrition Facts

Serving Size 1  
Servings Per Container 1

Amount Per Serving

**Calories** 160    **Calories from Fat** 15

% Daily Value\*

**Total Fat** 1.5g    **2%**

**Saturated Fat** 1g    **5%**

**Trans Fat** --g

**Cholesterol** 10mg    **3%**

**Sodium** 100mg    **4%**

**Total Carbohydrate** 30g    **10%**

**Dietary Fiber** 0g    **0%**

**Sugars** 27g

**Protein** 7g

Vitamin A 2%    • Vitamin C 2%

Calcium 15%    • Iron 2%

## Vanilla Yogurt, Greek, Low-fat



### Nutrition Facts

Serving Size 1  
Servings Per Container 1

Amount Per Serving

**Calories** 140    **Calories from Fat** 35

% Daily Value\*

**Total Fat** 4g    **6%**

**Saturated Fat** 2g    **10%**

**Trans Fat** 0g

**Cholesterol** 10mg    **3%**

**Sodium** 60mg    **3%**

**Total Carbohydrate** 14g    **5%**

**Dietary Fiber** 0g    **0%**

**Sugars** 14g

**Protein** 13g

Vitamin A 10%    • Vitamin C 0%

Calcium 15%    • Iron 0%





NUTRITION IN ME

4<sup>th</sup> GRADE Curriculum

Lesson 4

# Nutrition in Me! 4

## Lesson 4 – Water Wonders

### LEARNING OBJECTIVES

- Target: Understand the importance of choosing water to drink when thirsty.
- Awareness: Recognize and quantify the added sugar found in popular beverages.
- Knowledge: Understand water's role in maintaining a healthy body  
Recognize the benefits of drinking water rather than popular drinks.
- Skills: Reading the label of popular drinks to determine the added sugar.
- Behavior: Drink water for thirst and juice and low fat milk for nutrition

### SUPPLIES FOR CLASSROOM VISUALS AND ACTIVITIES

- Go, Slow and Whoa Poster
- Pie Chart (shows water's role in the body)
- Hey, Sugar, Sugar Kit
- 12 – 20 oz. bottles from assorted sugary drinks
- 12 containers with at least 1 cup of sugar
- 12 recloseable bags
- 12 – ¼ teaspoon measuring spoons
- NERI: Sugar Shocker Bookmark

### FOOD TASTING SUPPLIES (For Happle Bagel Sandwich)

- Pretzels (6-6 small twists per student in a bag)
- Lemon slices or frozen fruit (raspberry works well)
- Water

### FOOD TASTING SUPPLIES AND EQUIPMENT

- 3 oz. cups
- Plastic Gloves or tongs
- Handy wipes
- Cooler
- Ice pack

### HANDOUTS

Parent Newsletter (English and Spanish)  
Hey Sugar, Sugar worksheet  
Water Wonders worksheet  
Are you drinking 8 cups?  
Writing Prompt

### PREP TIME

- Gather all visual aids, supplies, equipment, handouts.
- Shop for food
- Prepare food: Bag pretzels, cut lemons
- Arrive in classroom 10 to 15 minutes before the class is to begin
  - Prepare food demonstration table by washing table and laying out supplies and equipment all except items that need to stay in cooler for refrigeration.
  - Prepare Visual Aides and Posters, document camera and all visual ready to use in order.

## **EDUCATOR NOTES**

### **LESSON FLOW**

- Review of Lesson #3 Breakfast
- Introduction of Lesson
- Activity #1 Water's Role in the Body
- Activity #2 What is your favorite drink
- Activity #3 Hey, Sugar, Sugar
- Activity #4 Pretzels and water with fruit
- Review of lesson
- Challenge of the week

### **EDUCATOR HINTS AND TIPS**

- Please refer to the educator hints that are in the scripted outline.
- The script is a suggested way of presenting the information, but if there is a better flow of wording you are more comfortable with, please feel free to do so, as long as the objective is

### **TEACHER INVOLVEMENT**

- Assist students finding information beverage containers
- Reinforce objectives with working groups.

### **FOOD SAFETY**

- Must have food handler's card.
- Follow best practices for food safety and food handling.
- Follow best practices for handling knives and any other appliance and utensils.
- Wash fruits and vegetables prior to preparing and eating.

### **ALLERGY ALERTS**

- Prior to teaching in the classroom, obtain any food allergy concerns from teacher.
- For children with food allergies, they are encouraged to bring own snack from home. When possible the nutrition educator will modify food tasting snack; i.e. remove cheese from wrap, or provide a small serving of fruit for fruit parfait (dairy allergy)

### **TEACHER OUTLINE (Scripted)**

Welcome back to the 4<sup>th</sup> lesson for Nutrition in Me!

#### **Review Lesson #3**

- Who remembers what we talked about last week?
- Last week we talked about the importance of eating breakfast. We also put together some ideas for suggested breakfast combinations. Do you remember the main point we discussed about what makes a healthy breakfast? Foods from 3 different food groups.
- Your assignment was to talk to a couple of friends and tell them what you learned about the importance of eating a healthy breakfast. Can anyone tell me who they talked to and what they had to say about your comments?

### **INTRODUCTION**

Question: Does milk quench your thirst when you've just come in from playing hard? (No, probably not.) Why?

## **Water's Role in the Body**

- Why do we need water?
  - Body is more than half water (65%). Fill Up Pie Chart
  - Body uses water for moving muscles, helping our brains think and learning information; it also keeps our skin soft, cushions our joints, rids the body of unnecessary waste and regulates our body temperature.
- How much water do we need?
  - Children 9-11 years old need 8 cups per day. (Show what this amount looks like because it is hard for a young mind to imagine.)
  - Most of our water needs to come from plain water.
  - We need more when we play hard or when we are outside in the heat. Thirst is the body's signal it needs water and a sign of dehydration. So if you are thirsty, chances are you are dehydrated.
- Where do you suppose the water goes that we eat and drink?
  - We lose water in a variety of ways – pull off water percentages (%) as you discuss where it goes.
  - We lose water through our skin, our lungs, our kidneys and our intestines.
  - We lose -
    - 60% through our kidneys
    - 23% through our skin
    - 13% through our lungs
    - 4% through our intestines

### Discussion Question

As you remove the % of water lost, ask the question - How do you suppose we lose water through our kidneys, how do we lose water through our skin, etc.

Is there a way to keep water in our body during the day?

### Making Smart Beverage Choices

**Discussion:** Raise your hand if you'd like to share with the class what you like to drink when you're thirsty?

- Examples of what students might say and a few suggestions for the Educator.

**Bottled Water:** Good for your body. Quenches thirst.

**100% juice:** Juice gives you vitamins and minerals from the Fruit and Vegetable groups

**Capri-Sun and others like it:** Their labels say "10% juice" and that is what makes the drink mostly sugar water.

**Soft drinks, soda, pop.** They are all loaded with sugar! Look how much sugar is in one can of pop! (Show can of pop with a bag with 10 teaspoons of granulated sugar). Do you remember your sugar allowance or budget for the day? It's 10 teaspoons too!

**Diet soft drink:** If diet pop is suggested as a quench satisfier, you could point out that, yes, it has no sugar in it, but it has artificial sweetener and it is still sweet tasting. It rarely satisfies our thirst. It is probably a better choice than regular soda, but water is still the best!

**Milk-** Milk has loads of water and calcium too – this is a great choice!

**Activity #1: Hey, Sugar, Sugar ...** worksheet and activity

**EDUCATOR NOTE:** Gather a variety of popular beverage containers or bottles labels:

Root Beer Mountain Dew Red Bull Sobe Vitamin Water Gatorade Snapple Soda

Depending on the number of students and beverage containers you have, students can work individually or in small groups. Each student has his own worksheet. Each student or small group has a plastic bag, measuring spoons and access to the container of sugar. After filling out the handout about the specific beverage, the



student/group will measure the amount of sugar into the bag that represents the grams of sugar in the container.  $\frac{1}{4}$  **teaspoon sugar = 1 gram of sugar.**

Each group or student can show their bag of sugar by standing up at their table or desk or you can have them line up in order of most to least amount of sugar.

Engage the students in a 'discovery conversation' about what they see.

# NEWS PARENTS CAN USE

Lesson 4

Water Wonders

Water Taste Test

## Water for Good Health

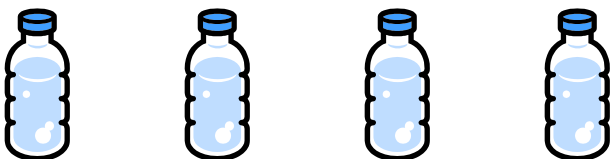
Water is a fundamental part of our lives. Water has been ranked by some experts as second only to oxygen as essential for life. The water we drink essentially becomes us! Children need to drink at least 6 to 8 cups each day to stay healthy.

- Water keeps our skin from drying out.
- Water helps ward off some headaches.
- Water moves vitamins and minerals around to where the body needs them.
- Water keeps our body temperature normal.
- Water helps muscles work without getting tired.
- Water helps our body get rid of waste products.



## Did You Know?

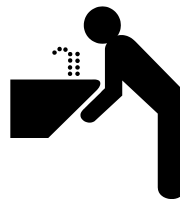
- If you feel thirsty, your body is already short on water; it's getting dehydrated.
- Not having enough water can make you feel tired.
- Your brain may not be able to think clearly if it doesn't have enough water.
- Dehydration will decrease athletic strength and performance.



## What's In Your Child's Glass?

Regular soda is full of sugar – too much sugar! Sugar has no vitamins or minerals, just calories. Sugar can cause tooth decay and weight gain. Try to reduce the number of drinks full of sugar, corn syrup or high fructose corn syrup. Instead, give your child water, low fat milk or 100% fruit juice diluted with plain or sparkling water.

Today we “taste tested” ice water with a small wedge of lemon or lime. Be sure to ask your child how it tasted.



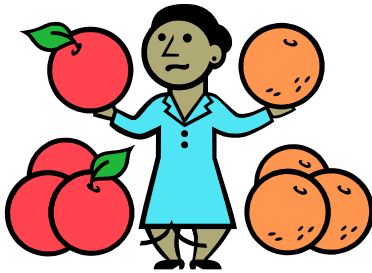
## Be Healthy!

Let your kids pick out their own water bottle to carry in the car to quench their thirst. Give kids their own colorful container of water in the refrigerator and challenge them to drink it all by the end of the day. Have them keep a chart of how much water they drink in a day and see how close it comes to 6 to 8 cups.

### Parent's Corner

Trying to get your child to start doing something new? Whether it's drinking more water or playing outside more often or doing homework, you can make it fun for your child.

- Explain "why."
- Help your child set a goal.
- Reward the behavior you want:
  - Give gold stars on a chart.
  - Offer a trip to the park or movies or some other desirable activity.
  - Proudly tell others the goals your child reaches. If they don't reach a goal, be supportive and don't embarrass them in front of others. Encourage them to keep trying.



Parents teach their children all the time and sometimes without even knowing. Children see what their parents do and they learn from words and actions.

Children learn from seeing.  
 Children learn from listening.  
 Children say things they have heard.  
 Children copy things they see done.  
 Children learn actions and attitudes.

Like reading and writing, brushing teeth and hand washing, learning good food habits is a life skill that can help your child live a healthy life. Be to model the behavior you want your child to copy.

### Water and School Performance

Can something as simple as drinking more water really help your child in school? Yes! Water keeps the brain working so your child can think clearly and do his or her best in school. Water can also help prevent headaches and leg aches.



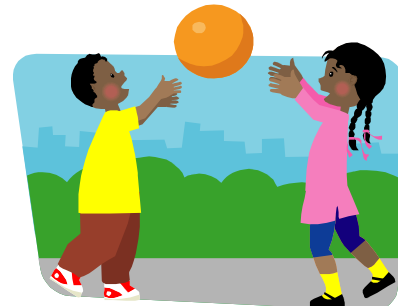
#### Families On The Move!

Physical Activity  
 Make a Healthy Difference

Children and adults both benefit from being active. Moderate amounts of daily physical activity are recommended for people of all ages. Regular physical activity makes kids healthier! Activity helps to –

- ✓ Builds and maintain healthy bones, muscles and joints.
- ✓ Control weight
- ✓ Build or tone muscles and reduce fat buildup.
- ✓ Prevent or delay high blood pressure or reduce it if it's already high.

Adults and children should aim for at least 60 minutes of physical activity each day.



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## Agua Para Tener Salud

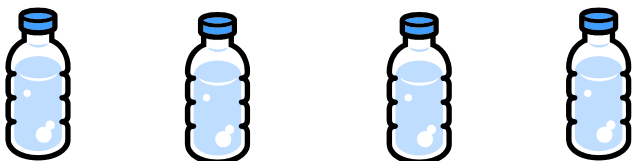
Algunos expertos han puesto el agua inmediatamente después del oxígeno como las partes más esenciales para la vida. El agua que bebemos nos produce bienestar. Los niños necesitan de 6 a 8 vasos de agua al día para tener buena salud.

- El agua mantiene la piel tersa y sin arrugas.
- El agua previene algunos dolores de cabeza.
- El agua ayuda a mover las vitaminas y minerales a los lugares donde se necesitan.
- El agua mantiene la temperatura del cuerpo a su nivel normal.
- El agua permite trabajar a los músculos sin llegar a cansarse.
- El agua ayuda al organismo a desalojar lo que no sirve.



### ¿Sabía Usted Que?

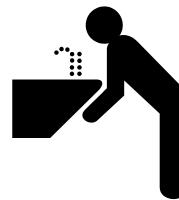
- Si tiene sed es porque el organismo se esta deshidratando.
- El no beber suficiente agua lo hace sentir cansado.
- El cerebro no piensa con claridad si no bebe suficiente agua.
- La deshidratación disminuye la fuerza y el desempeño en el deporte.



## ¿Qué contiene el vaso de su hijo?

La soda tiene azúcar, ¡demasiada azúcar! y esta no contiene vitaminas ni minerales, solamente calorías. El azúcar puede causar pérdida de dientes y aumento de peso. Trate de reducir el número de bebidas con azúcar, como miel de maíz, o fructosa. Es mejor darle a su hijo agua, leche baja en grasa o jugo 100% de fruta diluido en agua natural o mineral.

Hoy bebimos agua con una rebanada de limón o lima. Pregúntele a su hijo por el sabor.



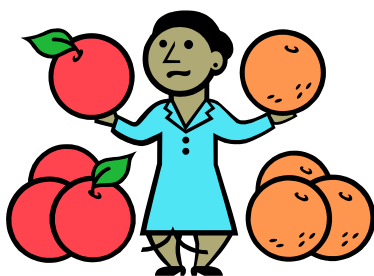
### ¡Sea Saludable!

Permita que su hijo escoja la botella de agua para apagar la sed cuando vaya en el carro. Déle su propia botella en su color preferido para el refrigerador y desafíelo a beber toda el agua para el final del día. Que mantenga un registro gráfico de que tanta agua ha estado bebiendo durante el día y que tan cerca esta de llegar a los 6 o a los 8 vasos.

## La Esquina de los Padres

Si está tratando de que su hijo empiece algo nuevo como beber más agua, o jugar afuera más a menudo, o que haga la tarea, puede hacerlo en forma divertida.

- Explíquelo “porque.”
- Ayúdelo a ponerse una meta.
- Premie la conducta que usted quiere.
- Déle calcomanías de estrellas doradas para el registro gráfico.
- Ofrezca llevarlo al parque, o al cine, o cualquier otra deseada actividad.
- Cuente con orgullo acerca de las metas que su hijo ha logrado. Si no llega a alcanzar alguna meta, apóyelo y no lo avergüence delante de los demás. Anímelo a seguir tratando de lograrla.



Los padres continuamente están enseñando a sus hijos y muchas veces aún sin darse cuenta. Los niños observan a los padres y ellos aprenden de sus palabras y acciones.

Los niños aprenden viendo.  
Los niños aprenden escuchando.  
Los niños dicen cosas que han escuchado.  
Los niños copian las cosas que ven.  
Los niños aprenden acciones y actitudes.

Así como aprenden a leer, escribir, lavarse la boca y las manos, aprender buenos hábitos alimenticios es una habilidad que les ayudará a tener una vida saludable. Modele la conducta que usted quiere que su hijo copie.

## El Desempeño en la Escuela y el Agua

¿Puede ayudar a su hijo en la escuela algo tan simple como tomar agua? ¡Claro que sí! El agua mantiene al cerebro trabajando, de esta manera el estudiante puede pensar con claridad y lograr lo mejor en la escuela. El agua también previene dolores de cabeza y de piernas.



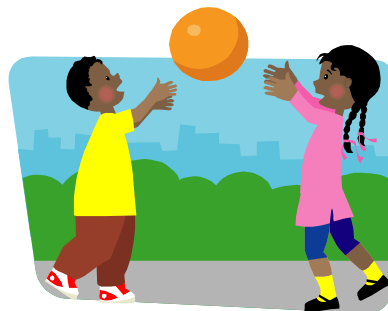
### ¡Familias en Movimiento!

Actividad Física  
Una Diferencia Saludable

Tanto los niños como los adultos se benefician con la actividad física. Se recomienda a diario cantidades moderadas de actividad física a las personas de todas las edades. La actividad física regular contribuye a la salud de los estudiantes. La actividad ayuda a:

- ✓ Construir y mantener saludables a los huesos, los músculos y las articulaciones.
- ✓ Controla el peso.
- ✓ Ayuda a tener una complexión fuerte y reduce la acumulación de grasa.
- ✓ Previene o retarda la presión arterial alta o la reduce si ya esta elevada.

Los niños y los adultos deben de proponerse por lo menos 60 minutos de actividad física al día.



Esta institución es un proveedor y empleador que ofrece igualdad de oportunidades para todos. Este material se desarrolló con fondos de extensión de la Universidad Estatal de Washington por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los Estados Unidos (USDA siglas en inglés). SNAP ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, contacte: <http://foodhelp.wa.gov> o al programa Basic Food al número 1 877 501 2233.

# HEY SUGAR, SUGAR...HOW MUCH SUGAR IN THIS DRINK?

Let's take a closer look at the added sugar in our beverages.

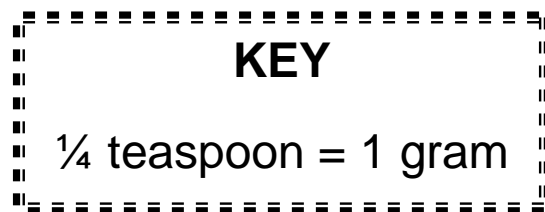


Name of beverage: \_\_\_\_\_

Ounces: \_\_\_\_\_

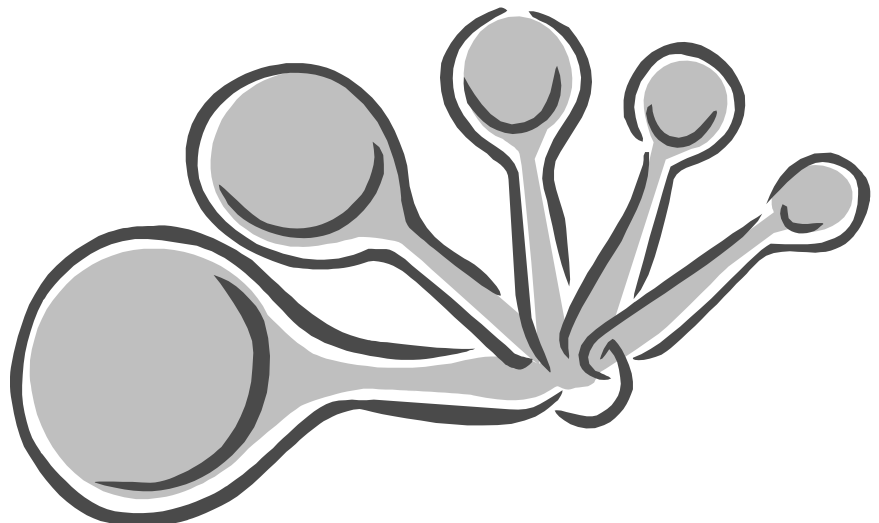
Servings per container: \_\_\_\_\_

Grams of sugar per container: \_\_\_\_\_



## Directions:

Measure the amount of sugar in your beverage by using the key above and the information on your beverage container. Fill your plastic bag with the amount of sugar in  $\frac{1}{4}$  teaspoons.



## ¿QUE TANTA AZÚCAR HAY EN ESTA BEBIDA?

Vamos a notar con cuidado cuanta azúcar agregada contienen muestras bebidas.

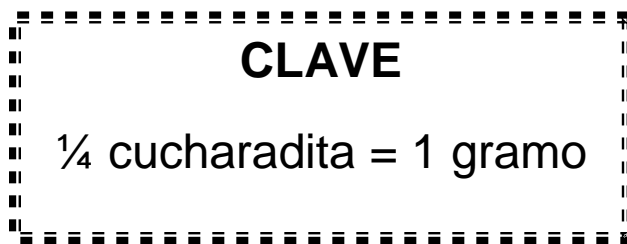


Nombre de la bebida: \_\_\_\_\_

Onzas: \_\_\_\_\_

Cuantas porciones por envase: \_\_\_\_\_

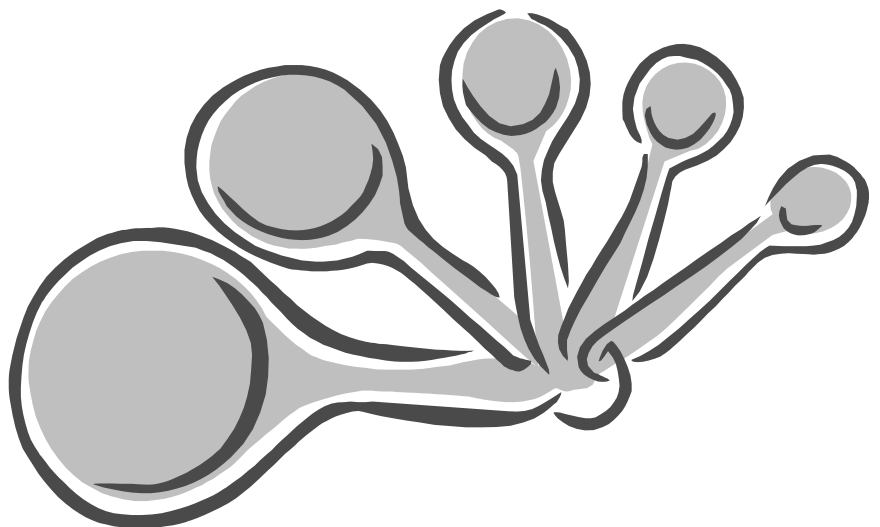
Gramos de Azúcar por envase: \_\_\_\_\_



### Direcciones:

Mida la cantidad de azúcar que tiene su bebida con la información en el envase y en la clave.

Ponga en la bolsa de plástico la cantidad de azúcar usando la medida para 1/4 de cucharadita.



## WATER WONDERS WORKSHEET

1. How many cups of water do children need each day? \_\_\_\_\_
2. What are two ways for you to get water besides drinking plain water?  
\_\_\_\_\_
3. Why does our body need water? \_\_\_\_\_  
\_\_\_\_\_
4. What happens when you don't drink enough water? \_\_\_\_\_  
\_\_\_\_\_
5. If you drink 2 cups of water in the morning, 2 in the afternoon, 1 before dinner, and 1 with your dinner, how many cups of water did you drink all together? \_\_\_\_\_

### \*Mind Bender

6. How many cups are in a gallon \_\_\_\_\_

**Clues to Use**

**4 cups=1 quart**  
**4 quarts=1 gallon**

This institution is an equal opportunity provider and employer for all. This material was funded by Washington State University Extension for USDA's Supplemental Nutrition Assistance Program. (SNAP). SNAP provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: <http://foodhelp.wa.gov> or the Basic Food Program at: 1-877-501-2233.



### Are You Drinking 8 Cups?

Fourth graders need about 8 glasses of fresh water every day to keep from feeling tired and to stay healthy. To keep track of how much water you have every day, color one glass for every glass of water you drink. Drink up!

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



Name: \_\_\_\_\_

**WATER WONDERS WORKSHEET**

1. ¿Cuántos vasos de agua necesitan los niños al día? \_\_\_\_\_
  
2. ¿En lugar de beber agua pura, dime dos alternativas para obtener este líquido? \_\_\_\_\_
  
3. ¿Por qué necesita agua el organismo? \_\_\_\_\_  
\_\_\_\_\_
  
4. ¿Qué pasa cuando no bebes el agua suficiente? \_\_\_\_\_  
\_\_\_\_\_
  
5. Si bebes 2 tazas de agua en la mañana, 2 en la tarde, antes de la cena, y 1 con la cena. ¿Cuántas tazas de agua bebiste? \_\_\_\_\_

**\*Agudeza mental**

6. ¿Cuántas tazas tiene un galón? \_\_\_\_\_

**CLAVE****4 tazas = 1 cuarto****4 cuartos = 1 galón**

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### MARAVILLAS DEL AGUA

Los estudiantes de cuarto grado necesitan alrededor de 8 vasos de agua al día para que no se sientan cansados y para estar saludables. Para saber que tanta agua se ha bebido en el día, cada vez que tome agua colorea un vaso. ¡A beber agua!

Sunday

Monday

Tuesday

Wednesday

Thursday

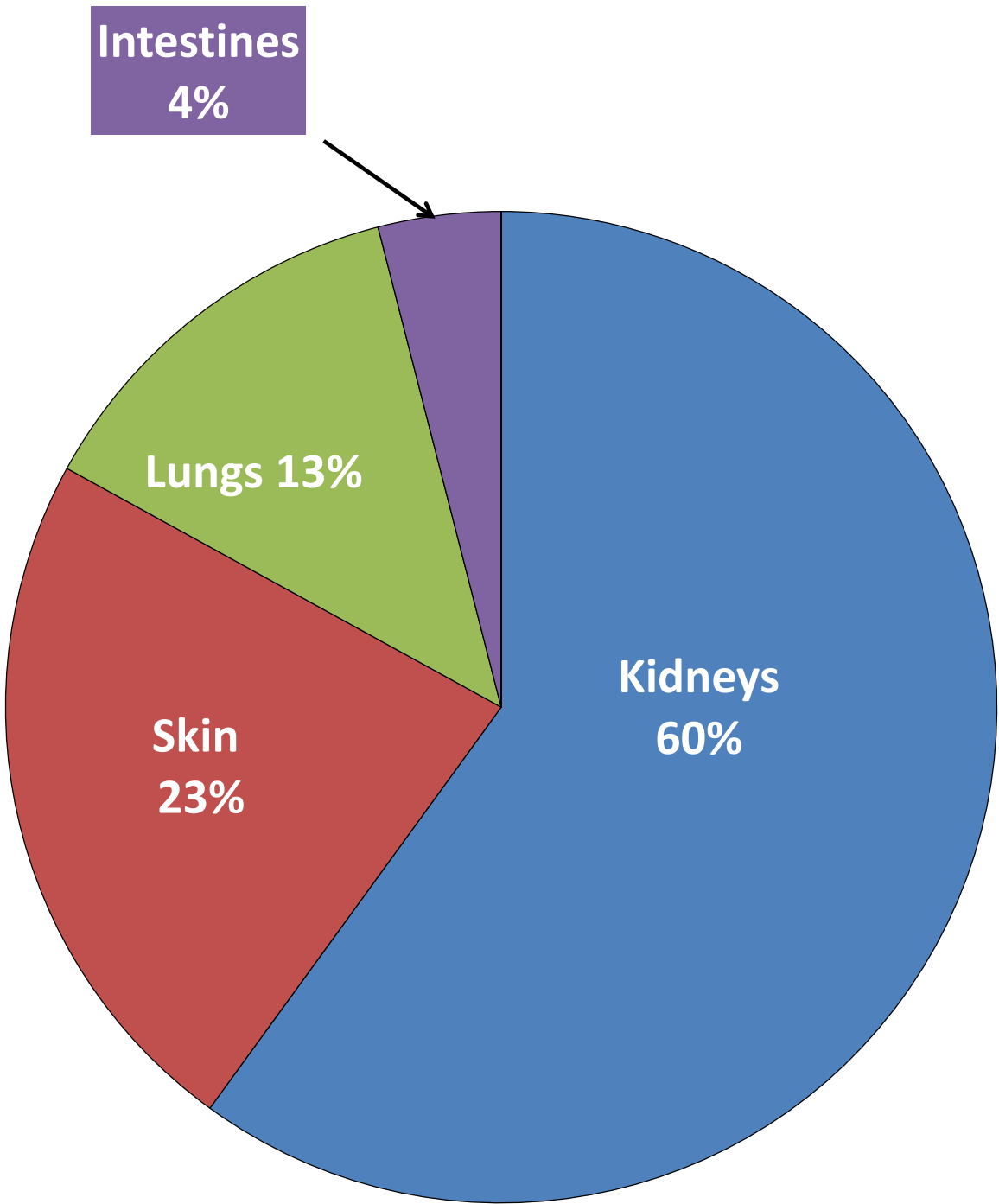
Friday

Saturday



Name: \_\_\_\_\_





NUTRITION IN ME

4<sup>th</sup> GRADE Curriculum

Lesson 5

## **Nutrition in Me! 4**

### **Lesson 5 – FAST FOOD PICKS**

#### **LEARNING OBJECTIVES**

- Target: Understand how to choose healthier food when eating out.
- Awareness: How much fat, sugar and sodium are in fast foods
- Knowledge: Understand how much fat, sugar and sodium are in fast food.  
Identify the foods that are healthier choices.
- Skills: Use guidelines for healthy food when choosing at fast food restaurant.
- Behavior: Decrease in high fat, high sugar, high-sodium choices at fast food restaurants.

#### **SUPPLIES FOR CLASSROOM VISUALS AND ACTIVITIES**

- Go, Slow, Whoa poster.
- Joe’s Fast Food Restaurant Menu (as poster or for document camera)
- 7 brown paper backs with packets of fat, sugar and salt for meal menus at Joe’s
- Packets of fat, sugar and salt for a healthy meal.
- Sodium Visual showing sodium “current daily use”, recommended maximum and safe and adequate amounts.

#### **FOOD TASTING SUPPLIES (Baked Chicken Fingers)**

- Boneless, skinless chicken breast
- Gallon size reclose able bag
- Olive Oil
- Lemon Pepper
- Oven

#### **FOOD TASTING SUPPLIES AND EQUIPMENT**

- Tongs
- Napkins
- Plastic Gloves
- Handy wipes
- Cooler
- Ice pack
- Availability of Microwave Oven

#### **HANDOUTS**

- Parent Newsletter (English and Spanish)
- Work sheet for seven menus “What’s in the Fast Food We Eat?”
- Writing prompt

#### **PREP TIME**

- Gather all visual aids, supplies, equipment, handouts.
- Shop for food
- Prepare food: Baked Chicken Fingers and chill for transport.
- Arrive in classroom 10 to 15 minutes before the class is to begin
  - Arrange for heating the Baked Chicken Fingers. If not available may be served cold.
  - Prepare Visual Aides and Posters, document camera and all visual ready to use in order.

## **EDUCATOR NOTES**

### **LESSON FLOW**

- Review of Lesson #4 Hey Sugar, Sugar
- Introduction of Lesson
- Activity #1 Class discussions with specific points to emphasize.  
What about Fat, Sugar and Sodium
- Activity #2 Choose a meal
- Activity #3 How to make better choices.
- Activity #4 Choose a new fast food meal.
- Review of lesson
- Challenge: Homework

### **EDUCATOR HINTS AND TIPS**

- Please refer to the educator hints that are in the scripted outline.
- The script is a suggested way of presenting the information, but if there is a better flow of wording you are more comfortable with, please feel free to do so, as long as the objective is

### **TEACHER INVOLVEMENT**

- Assist students finding information beverage containers
- Reinforce objectives with working groups.

### **FOOD SAFETY/KITCHEN SAFETY**

- Must have food handler's card.
- Follow best practices for food safety and food handling.
- Follow best practices for handling knives and any other appliance and utensils.
- Wash fruits and vegetables prior to preparing and eating.
- Safe handling of chicken
- Chill chicken before transport

### **ALLERGY ALERTS**

- Prior to teaching in the classroom, obtain any food allergy concerns from teacher.
- For children with food allergies, they are encouraged to bring own snack from home. When possible the nutrition educator will modify food tasting snack; i.e. remove cheese from wrap, or provide a small serving of fruit for fruit parfait (dairy allergy)

### **TEACHER OUTLINE (Scripted)**

Welcome to the 5<sup>th</sup> lesson for Nutrition in Me! Last week we talked about water and how important it is for maintaining a healthy body. Do you remember what else we talked about? (We compared the sugar content of various popular bottled drinks by looking at the labels). Did any of you look at the bottled drinks you have in your home?

Your assignment from last week was to keep track of the number of glasses of water you drink each day. Did anyone bring back their chart? What did you find out about your water drinking habits? How did you do with finding the answers on the "Water Wonders" handout?

### **Review Lesson #4**

1. Who remembers what we talked about last week?  
Last week we talked about the importance of drinking water. We looked at other beverages and the amount of sugar in them.
2. You had a chart to keep track of the number of glasses of water you drank each day. What did the chart tell you about your habits?



## Introduction

Educator will write the words FAST FOODS on the board. Use the following series of questions to stimulate some conversation about the topic:

- ✓ **What do the words “fast food” mean?** (Remember fast food can also be defined as food that is prepared in a hurry, for example, frozen food that is cooked in the microwave or purchased at a store as a take out, etc. However, we generally relate the term to the typical fast food eating places).
- ✓ **What do you know about fast foods?** (Healthy, not so healthy, quick service, popular places to eat, usually serve chicken, beef or fish, you can get a lot of food, can be expensive or inexpensive depending on what you order, you can eat breakfast, lunch or dinner at a fast food place?)
- ✓ **How often do you or your family eat fast food each week?**
- ✓ **What are some of your favorite fast food restaurants? Why?**

## Activity #1: Class discussions with specific points to emphasize:

### What About Fat?

- ✓ **Why do we need some fat in our diet?**  
Discussion: Even though we hear a lot about the bad things connected to eating fat, fat does many things to keep us healthy.
  1. Fat supplies some energy to our bodies in the form of calories; these calories power our physical activity.
  2. Fat assists some of our bodily functions; it transport fat soluble vitamins throughout our blood stream and body.
  3. Fat also cushions our body organs and protects them from injury.
  4. Fat also offer some body insulation to help us stay warm on a cold day.
  5. Fat in food also helps satisfy hunger by making us feel full after eating.
- ✓ **What do you think will happen if we have too much fat in our diet?**
  1. We could gain weight. High fat foods are high in calories.
  2. We could develop high blood cholesterol and a greater chance for a heart disease or a heart attack.
  3. A high fat diet could also lead to some types of cancer.
- ✓ **How does fat get into our foods?**
  - ✓ we add it to foods (fried foods, butter on toast, salad dressing)
  - ✓ some foods have natural fat (nuts, fish, meat)
- ✓ **What do you think we can do to reduce the amount of fat in our diet?**
  - ✓ eat less fried foods
  - ✓ take the skin off of chicken and trim fat from meat
  - ✓ read foods labels and choose food with less fat

**Recommendation:** Total fat for the day should be no more than 25-30% of our total calories. Using a 2000 calorie diet; total fat should be limited to 55-66 grams per day or an average 20-25 grams per meal.

**Math information for educator:**  $2000 \text{ calories} \times 30\% = 600 \text{ calories divided by } 9 (9 \text{ calories/gram}) = 66 \text{ gram per day. } 2000 \text{ calories} \times 25\% = 500 \text{ divided by } 9 = 55 \text{ grams per day. Total range for the day is 55-66. Roughly speaking, recommended range for a meal is 18-22 grams of total fat.}$

### What About Sugar?

Review sugar information for lesson 4

**Recommendation:** It's recommended that we limit all sugar to 10-12 teaspoons a day. This means natural sugar as well as added sugar.

**Math information for educator: Based on a 2000 calories, 10-12 teaspoons per day means 40-48 grams (4 calories/gram) Roughly speaking, recommended range for a meal is 13-16 g per meal. This does not take into account snacks during the day.**

### **What about Sodium?**

Too much sodium in our diet can cause high blood pressure.

- ✓ Experts say we need less than 2400 milligrams a day of sodium. **This is one teaspoon of salt.** Show the visual that tells how much we need and how much is really consumed. Be sure the students understand the difference between natural sodium in foods and added sodium by using salt.
  
- ✓ Why do we need some sodium in our diet?
  - Did you know we have a specific sensor on our tongue to detect salt?
  - Sodium is needed in every cell to keep the cell in balance so nutrients can be absorbed and waste can be eliminated.
  - Sodium is needed with potassium so our nerves function correctly and our muscles will contract and expand.
  
- ✓ We need to practice our label reading skills to detect extra sodium.

**Recommendation:** Read food labels. Limit sodium to less than 2400 mg a day. Don't salt food before tasting it. It's a good habit to take the salt shaker off the table.

**Math information for educator: 2400 mg per day divided by 3 meals is 800 mg per meal. This does not take into account snacks during the day.**

### **Activity #2: What's in the fast food we eat? Or Let's go out to Lunch!!**

Educator instructions for activity: *(note: menus are available from 7 fast food restaurants)*

#### **Part 1: Choose a meal**

2. Form student teams with 4-5 people.
3. Give each group a brown bag labeled 1-7
4. Give each student an activity form to list their meal.
5. Instructions for each student:

**Your "Fast Food" bag has food items you might choose when eating at this restaurant. You may now open your bag and enjoy your meal.**

(Allow time for students to comprehend what they are seeing, make comments and return the packets to the bags.)

### **Activity #3: Let's take another look at our fast food choices – Menu #1**

Now that we have discussed some of the recommendations for sugar, sodium and total fat in our food selections when eating out ....

- ✓ Are there any foods on your menu choices that have an excess of fat, sugar or sodium?
- ✓ How can we make better choices to reduce the amount of fat, sugar and sodium?
  - Choose baked instead of fried
  - Choose water or milk instead of soda
  - Choose a salad instead of fries
  - Choose a food with less dressing or condiments
  - Add a fruit or vegetable to the selection
  - Choose a smaller size

### **Activity #4 Choose a new "fast food" meal**

1. Student will fill out the bottom section of the activity form.

2. Instructions for each student:

**Following the guidelines for eating at a fast food restaurant, choose what you would order. Write each food item in the chart. List the number for the guideline that you are using for your healthier choice.**

**Part 3: Fast Food Selection Discussion**

Have each group choose one person in their group to tell the class why the meal they have chosen is healthy.

Open discussion questions:

1. Did you make a different food selection based on what you now know about the recommended amounts of sugar, sodium and total fat?
2. Did you consider the amount of sugar, sodium or total fat when you made a food selection?
3. Would you eat what your group has chosen for a meal?

# NEWS PARENTS CAN USE

## Lesson 5

## Fast Food Picks

## Baked Chicken Fingers

### Life in the Fast Lane

Families are busy these days. Sometimes it seems to take too long to make healthy, well-balanced meals. Fast foods might seem like a good answer to the 'no time for cooking' problem. But too many trips to the drive-up window can mean risky business for your family's health.

Fast food can be loaded with fat and sugar. Too much fat can raise blood cholesterol levels which can lead to heart disease. Too much fast food can cause weight gain, which may lead to type 2 diabetes or high blood pressure. Foods high in sugar can cause decay teeth and also lead to weight gain. Fewer trips through the drive-through can help your family be healthier and save you money too. Eating well-balanced meals at home cost much less than eating fast foods. Try to limit fast food meals to one or two times per week.



**Be Active Together!**  
**Take a walk – aim for 30 minutes.**

### Meal in a Minute

Here's a meal that's just as quick as fast food. Make wraps with whatever you have on hand.

#### Here's what you need:

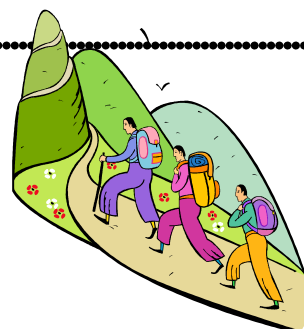
- Leftovers from three or four MyPlate food groups (such as rice, veggies, meat, cheese);
- Favorite sauce such as teriyaki; and
- Tortillas.

#### Here's what you do:

Thoroughly heat leftovers such as rice or noodles, meat and cooked vegetables. Spread the mixture down the middle of a warm tortilla. Top with teriyaki sauce. Roll up and serve. Or try leftover beans with grated cheese, lettuce and salsa. Serve with a glass of low fat milk and fruit cocktail for dessert. It's a quick, healthy meal!

### Families on the Move!

Make play, rather than food, the focus of holidays, celebrations, get-togethers or outings. Decide on an activity that friends and family members like. Then start a new tradition of an all-family volleyball game or sledding contest or a hike-in the-woods day.





### Crunchy Oven – Baked Fries

Try this tasty, low fat way to make “French Fries” at home.

4 medium potatoes  
2-3 teaspoons oil

Preheat oven to 425°. Slice potatoes into half-inch thick sticks or wedges. Put in a bowl, drizzle with oil then toss to coat all the potatoes with the oil. Lay on baking sheet in single layer. Bake 15-20 minutes then turn over each potato piece with spatula. Bake 15-20 minutes more until golden brown and crisp. Salt lightly if desired.



### Leftover Tip:

Put leftovers in shallow containers. Refrigerate right away, do not let them sit at room temperature. Well-handled leftovers are safe to eat and make great wraps.

### Be Healthy!

The next time you and your child go to a fast food restaurant ask for a “Nutrition Facts Brochure.” This brochure lists all of the nutrition information for each food choice. With this information you and your child can make smart fast food picks that are lower in fat, sodium and sugar. Try these tips:

- Choose low – or non-fat milk instead of pop for more nutrients and less sugar.
- Choose a smaller size even if it doesn’t cost much more to get the larger one. People tend to eat what they buy rather than throw it away – and we usually don’t need the extra calories.

### Parent’s Corner

For healthy eating habits, teach your children to eat when they’re hungry, rather than because they are bored or sad or food happens to be around.

Let children decide how much to eat – no “clean your plate” rules. Make sure that children understand food is not going to be offered again until the next regularly scheduled meal or snack in a couple of hours. If they feel they are full, respect that and let them stop eating.

Forcing children to eat when they feel they are full teaches them to ignore their body’s “hungry” and “full” signals. This can lead to eating problems down the road.

## Vida en la Línea Rápida

Algunas veces parece que es demasiado el tiempo que se ocupa para preparar una comida bien balanceada y todo es porque toda la familia tiene muchas ocupaciones. Los establecimientos de comidas rápidas parecen una buena respuesta al problema de “no tengo tiempo para cocinar”. Muchos viajes a estos lugares significan riesgos para la salud de su familia y la suya propia.

Las comidas rápidas contienen demasiada grasa y azúcar. Mucha grasa puede incrementar el nivel de colesterol en la sangre y aumentar el riesgo de las enfermedades cardiovasculares. También pueden causar aumento de peso lo cual puede degenerar en diabetes tipo 2 o presión arterial elevada. Los alimentos con mucha azúcar contribuyen al deterioro de los dientes y conducen a sobrepeso. Menos viajes a estas ventanillas de comida rápida ayudarán a su familia a estar saludables y a ahorrar dinero. Preparar alimentos bien balanceados en casa, cuesta menos que visitar esos establecimientos. Trate de limitar estos alimentos a solo una vez o dos por semana.



**¡Manténgase Activo!**  
**Vaya a caminar – meta 30 minutos**

## Comida en un Minuto

Esta es una comida tan rápida como las que venden. En una tortilla de harina o maíz coloque de lo que tenga a mano.

### Esto es lo que necesita:

- Sobrantes de por lo menos tres grupos de alimentos de MiPirámide como arroz, vegetales, carne, queso,
- Su salsa favorita y
- Tortillas.

### Lo que tiene que hacer:

Caliente los sobrantes de comidas muy bien ya sea arroz, pasta, carne y vegetales cocidos. Extienda sobre el centro de la tortilla calentada. Aderece con salsa de teriyaki o la que le guste, enrolle y sirva. O trate frijoles con queso, lechuga y salsa. Sirva con un vaso de leche baja en grasa y un cóctel de frutas como postre. ¡Esta es una comida rápida y saludable!

## ¡Familias en Movimiento!

Durante las fiestas enfoque sus energías en divertirse con juegos y actividades y no solamente con la comida. Escoja una actividad que disfrute toda la familia y sus amistades. Empiece una tradición nueva como un juego de volleyball con toda la familia, una caminata por el día, o cualquier otra actividad en la que participe toda la familia.





## Crujientes Papas Francesas al Horno

Pruebe esta forma de hacer papas francesas en casa.

4 papas medianas  
2 a 3 cucharaditas de aceite

Precalente el horno a 425°. Corte las papas en trozos de media pulgada o en cuñas. Póngalas en un tazón, rocíelas con el aceite y revuélvalas hasta que se cubran con el aceite. Colóquelas sobre una carterita para hornear.

Hornee de 15 a 20 minutos y voltee cada pieza con una espátula y siga horneando por otros 15 o 20 minutos o hasta que se doren y estén crujientes. Agregue sal muy ligeramente si desea.



### Sobrantes:

Coloque los sobrantes en recipientes poco profundos y refrigere, no los deje a la temperatura ambiente. Cuando se manejan bien los sobrantes son magníficos para hacer tacos.

## ¡Este Saludable!

La próxima vez que vaya con su niño a un lugar de comida rápida pida un folleto de “Nutrition Facts Brochure.” Este folleto contiene la lista con toda la información sobre cada alimento que sirve el establecimiento. Con esta información pueden escoger alimentos bajos en grasa, sodio (sal) y azúcar. Sugerencias:

- Para obtener más nutrientes y menos azúcar escoja leche sin grasa en lugar de soda.
- Escoja el tamaño chico aún cuando es muy poca la diferencia en precio por uno más grande. Las personas tienen la tendencia de comer todo lo que han comprado, en lugar de tirar el exceso y en realidad no se necesitan esas calorías extras.

## La Esquina de los Padres

Enseñe a sus hijos buenos hábitos al comer para que estén saludables, comer nada más cuando se tiene hambre y no porque están aburridos o tristes y la comida está al alcance de la mano (refrigerador).

Deje a los niños que decidan que tanto van a comer, no siga la regla de “tienes que comer todo lo que te serví.” Asegúrese que su hijo entiende que no se le va a dar de comer hasta la próxima comida o la merienda, tal vez en unas dos horas. Si dicen que ya están satisfechos, respete esa decisión y que no sigan comiendo.

Obligar a los niños a comer cuando ya se sienten satisfechos, lo único que logra es que ignoren las señales de su cuerpo de cuando sienten “hambre” o de cuando están “satisfechos.” Esto puede conducir a problemas de alimentación al crecer.

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# Chicken Nugget Meal

## Activity: What's in the fast food we eat?

Your "Fast Food" bag has a list of foods you have chosen to eat at this restaurant. You will notice that each food item has the serving size, fat, sodium and sugar amounts listed, with a total at the bottom. Your bag also contains packets that represent the actual amount of fat, sodium and sugar in the meal.

### Assignment 1: Fast Food Menu: What is your meal?

Use the chart below and list your foods and the serving size, fat, sodium and sugar amounts. Be sure to add the totals for each column.

Food/Beverage	Serving Size	Fat	Sodium	Sugar
1. Chicken Nuggets	10 pieces	30	900	0
2. BBQ Sauce	1 packet	0	260	10
3. Fries	med.	19	270	10
4. Apple Pie	1 piece	19	170	13
5. Water	As much as you want	0	0	0
<b>Total</b>		<b>68</b>	<b>1620</b>	<b>23</b>

How does your meal compare to these recommendations?

#### Recommended ranges for a meal.

Total Fat	Sodium	Sugar
18-22g	650-750 mg	13-15 g



Guidelines for choosing a nutritious meal when eating out:

1. Choose foods from at least 3 food groups
2. Choose a calcium-rich food such as milk or cheese
3. Choose grilled or baked instead of fried or crispy
4. Choose a smaller size or portion
5. Leave off the mayo and extra sauce
6. Add a fresh fruit, vegetable or salad
7. Drink water or 100% juice instead of sugary drinks
8. Switch to fat-free or low-fat (1%) milk

### Assignment 2: Use the Guidelines for Choosing a Nutritious Meal When Eating Out

**Column 1:** Write your new food choice.

**Column 2:** List by number the Guideline that you followed for your new food choice.

Describe Your New Food Choice	Guideline I Followed
1.	
2.	
3.	
4.	

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# Extra-Long Chili Cheese Hot Dog

## Activity: What's in the fast food we eat?

Your "Fast Food" bag has a list of foods you have chosen to eat at this restaurant. You will notice that each food item has the serving size, fat, sodium and sugar amounts listed, with a total at the bottom. Your bag also contains packets that represent the actual amount of fat, sodium and sugar in the meal.

## Assignment 1: Fast Food Menu: What is your meal?

Use the chart below and list your foods and the serving size, fat, sodium and sugar amounts. Be sure to add the totals for each column.

Food/Beverage	Serving Size	Fat	Sodium	Sugar
1. Hot Dog	1	39	1856	7
2. Fries	Med	11	355	0
3. Cherry Limeade	20 oz.	0	44	57
4.				
<b>Total</b>		<b>50</b>	<b>2255</b>	<b>64</b>

How does your meal compare to these recommendations?

### Recommended ranges for a meal.

Total Fat	Sodium	Sugar
18-22g	650-750 mg	13-15 g



Guidelines for choosing a nutritious meal when eating out:

1. Choose foods from at least 3 food groups
2. Choose a calcium-rich food such as milk or cheese
3. Choose grilled or baked instead of fried or crispy
4. Choose a smaller size or portion
5. Leave off the mayo and extra sauce
6. Add a fresh fruit, vegetable or salad
7. Drink water or 100% juice instead of sugary drinks
8. Switch to fat-free or low-fat (1%) milk

## Assignment 2: Use the Guidelines for Choosing a Nutritious Meal When Eating Out

**Column 1:** Write your new food choice.

**Column 2:** List by number the Guideline that you followed for your new food choice.

Describe Your New Food Choice	Guideline I Followed
1.	
2.	
3.	
4.	

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# Crispy Fish Sandwich Meal

## Activity: What's in the fast food we eat?

Your "Fast Food" bag has a list of foods you have chosen to eat at this restaurant. You will notice that each food item has the serving size, fat, sodium and sugar amounts listed, with a total at the bottom. Your bag also contains packets that represent the actual amount of fat, sodium and sugar in the meal.

## Assignment 1: Fast Food Menu: What is your meal?

Use the chart below and list your foods and the serving size, fat, sodium and sugar amounts. Be sure to add the totals for each column.

Food/Beverage	Serving Size	Fat	Sodium	Sugar
1. Fish Sandwich	One	32	1370	9
2. Fries	Medium	23	820	0
3. Pink Lemonade	20 oz	0	265	68
4.				
<b>Total</b>		<b>55</b>	<b>2455</b>	<b>77</b>

## How does your meal compare to these recommendations?

### Recommended ranges for a meal.

Total Fat	Sodium	Sugar
18-22g	650-750 mg	13-15 g



Guidelines for choosing a nutritious meal when eating out:

1. Choose foods from at least 3 food groups
2. Choose a calcium-rich food such as milk or cheese
3. Choose grilled or baked instead of fried or crispy
4. Choose a smaller size or portion
5. Leave off the mayo and extra sauce
6. Add a fresh fruit, vegetable or salad
7. Drink water or 100% juice instead of sugary drinks
8. Switch to fat-free or low-fat (1%) milk

## Assignment 2: Use the Guidelines for Choosing a Nutritious Meal When Eating Out

**Column 1:** Write your new food choice.

**Column 2:** List by number the Guideline that you followed for your new food choice.

Describe Your New Food Choice	Guideline I Followed
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# Crispy Taco Meal

## Activity: What's in the fast food we eat?

Your "Fast Food" bag has a list of foods you have chosen to eat at this restaurant. You will notice that each food item has the serving size, fat, sodium and sugar amounts listed, with a total at the bottom. Your bag also contains packets that represent the actual amount of fat, sodium and sugar in the meal.

## Assignment 1: Fast Food Menu: What is your meal?

Use the chart below and list your foods and the serving size, fat, sodium and sugar amounts. Be sure to add the totals for each column.

Food/Beverage	Serving Size	Fat	Sodium	Sugar
1. Crispy Taco	1	12	350	2
2. Nachos	Regular	21	520	2
3. Fruit Punch	20 oz.	0	65	75
4.				
<b>Total</b>		<b>33</b>	<b>935</b>	<b>79</b>

## How does your meal compare to these recommendations?

### Recommended ranges for a meal.

Total Fat	Sodium	Sugar
18-22g	650-750 mg	13-15 g



Guidelines for choosing a nutritious meal when eating out:

1. Choose foods from at least 3 food groups
2. Choose a calcium-rich food such as milk or cheese
3. Choose grilled or baked instead of fried or crispy
4. Choose a smaller size or portion
5. Leave off the mayo and extra sauce
6. Add a fresh fruit, vegetable or salad
7. Drink water or 100% juice instead of sugary drinks
8. Switch to fat-free or low-fat (1%) milk

## Assignment 2: Use the Guidelines for Choosing a Nutritious Meal When Eating Out

**Column 1:** Write your new food choice.

**Column 2:** List by number the Guideline that you followed for your new food choice.

Describe Your New Food Choice	Guideline I Followed
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# Double Decker Cheeseburger Meal

## Activity: What's in the fast food we eat?

Your "Fast Food" bag has a list of foods you have chosen to eat at this restaurant. You will notice that each food item has the serving size, fat, sodium and sugar amounts listed, with a total at the bottom. Your bag also contains packets that represent the actual amount of fat, sodium and sugar in the meal.

## Assignment 1: Fast Food Menu: What is your meal?

Use the chart below and list your foods and the serving size, fat, sodium and sugar amounts. Be sure to add the totals for each column.

Food/Beverage	Serving Size	Fat	Sodium	Sugar
1. DD Cheeseburger	One	29	1040	9
2. Fries	Medium	19	270	0
3. Cola	21oz.	0	15	58
4.				
<b>Total</b>		<b>48</b>	<b>1325</b>	<b>67</b>

## How does your meal compare to these recommendations?

### Recommended ranges for a meal.

Total Fat	Sodium	Sugar
18-22g	650-750 mg	13-15 g



### Guidelines for choosing a nutritious meal when eating out:

1. Choose foods from at least 3 food groups
2. Choose a calcium-rich food such as milk or cheese
3. Choose grilled or baked instead of fried or crispy
4. Choose a smaller size or portion
5. Leave off the mayo and extra sauce
6. Add a fresh fruit, vegetable or salad
7. Drink water or 100% juice instead of sugary drinks
8. Switch to fat-free or low-fat (1%) milk

## Assignment 2: Use the Guidelines for Choosing a Nutritious Meal When Eating Out

**Column 1:** Write your new food choice.

**Column 2:** List by number the Guideline that you followed for your new food choice.

Describe Your New Food Choice	Guideline I Followed
1.	
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# Foot Long Chicken Bacon Ranch Sandwich

## Activity: What's in the fast food we eat?

Your "Fast Food" bag has a list of foods you have chosen to eat at this restaurant. You will notice that each food item has the serving size, fat, sodium and sugar amounts listed, with a total at the bottom. Your bag also contains packets that represent the actual amount of fat, sodium and sugar in the meal.

## Assignment 1: Fast Food Menu: What is your meal?

Use the chart below and list your foods and the serving size, fat, sodium and sugar amounts. Be sure to add the totals for each column.

Food/Beverage	Serving Size	Fat	Sodium	Sugar
1. Sandwich	1	56	2380	6
2. Nacho Cheese Chips	1 bag	13	310	2
3. Cookie	1	10	150	18
4. Low Fat Milk	12 oz.	3.5	180	17
<b>Total</b>		<b>82.5</b>	<b>3020</b>	<b>43</b>

## How does your meal compare to these recommendations?

### Recommended ranges for a meal.

Total Fat	Sodium	Sugar
18-22g	650-750 mg	13-15 g



Guidelines for choosing a nutritious meal when eating out:

1. Choose foods from at least 3 food groups
2. Choose a calcium-rich food such as milk or cheese
3. Choose grilled or baked instead of fried or crispy
4. Choose a smaller size or portion
5. Leave off the mayo and extra sauce
6. Add a fresh fruit, vegetable or salad
7. Drink water or 100% juice instead of sugary drinks
8. Switch to fat-free or low-fat (1%) milk

## Assignment 2: Use the Guidelines for Choosing a Nutritious Meal When Eating Out

**Column 1:** Write your new food choice.

**Column 2:** List by number the Guideline that you followed for your new food choice.

Describe Your New Food Choice	Guideline I Followed
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# Pepperoni Pizza Meal

## Activity: What's in the fast food we eat?

Your "Fast Food" bag has a list of foods you have chosen to eat at this restaurant. You will notice that each food item has the serving size, fat, sodium and sugar amounts listed, with a total at the bottom. Your bag also contains packets that represent the actual amount of fat, sodium and sugar in the meal.

## Assignment 1: Fast Food Menu: What is your meal?

Use the chart below and list your foods and the serving size, fat, sodium and sugar amounts. Be sure to add the totals for each column.

Food/Beverage	Serving Size	Fat	Sodium	Sugar
1. Pepperoni Pizza	2 slices	24	1180	4
2. Side Salad	2 cups	0	10	2
3. Ranch Dressing	2 Tbsp.	14	260	1
4. Mt. Mist	22 oz	0	100	80
<b>Total</b>		<b>38</b>	<b>1550</b>	<b>87</b>

## How does your meal compare to these recommendations?

### Recommended ranges for a meal.

Total Fat	Sodium	Sugar
18-22g	650-750 mg	13-15 g



Guidelines for choosing a nutritious meal when eating out:

1. Choose foods from at least 3 food groups
2. Choose a calcium-rich food such as milk or cheese
3. Choose grilled or baked instead of fried or crispy
4. Choose a smaller size or portion
5. Leave off the mayo and extra sauce
6. Add a fresh fruit, vegetable or salad
7. Drink water or 100% juice instead of sugary drinks
8. Switch to fat-free or low-fat (1%) milk

## Assignment 2: Use the Guidelines for Choosing a Nutritious Meal When Eating Out

**Column 1:** Write your new food choice.

**Column 2:** List by number the Guideline that you followed for your new food choice.

Describe Your New Food Choice	Guideline I Followed
1.	
2.	
3.	
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## Nutrition in Me! 4 - Parent Questionnaire

Today was the last Nutrition in Me! 4 lesson. Each week your child brought home a newsletter. Please tell us how you used the information in the newsletters. **Please send the completed questionnaire to school with your child.**

<p><b>As a result</b> of reading this newsletter, did you or your family do any of the following:</p>	<p>Check Your Answer:</p>	<p>If you marked YES, write what you are doing or what information was most valuable to you:</p>
<ul style="list-style-type: none"> <li>● We did some of the suggested activities in the newsletter.</li> </ul>	<p>___ Yes ___ No</p>	<p>_____</p>
<ul style="list-style-type: none"> <li>● We changed some of the ways we prepare food so they are lower in fat, sugar or salt.</li> </ul>	<p>___ Yes ___ No</p>	<p>_____</p>
<ul style="list-style-type: none"> <li>● We buy healthy snacks more often for my child to eat.</li> </ul>	<p>___ Yes ___ No</p>	<p>_____</p>
<ul style="list-style-type: none"> <li>● We read nutrition labels more often when choosing food.</li> </ul>	<p>___ Yes ___ No</p>	<p>_____</p>
<ul style="list-style-type: none"> <li>● We prepared new foods or recipes from the newsletter at home.</li> </ul>	<p>___ Yes ___ No</p>	<p>_____</p>
<ul style="list-style-type: none"> <li>● We increased the amount of physical activity we did this week.</li> </ul>	<p>___ Yes ___ No</p>	<p>_____</p>
<ul style="list-style-type: none"> <li>● We eat more fruits and vegetables.</li> </ul>	<p>___ Yes ___ No</p>	<p>_____</p>
<ul style="list-style-type: none"> <li>● We are more aware of serving sizes.</li> </ul>	<p>___ Yes ___ No</p>	<p>_____</p>
<ul style="list-style-type: none"> <li>● We eat more meals together as a family.</li> </ul>	<p>___ Yes ___ No</p>	<p>_____</p>
<ul style="list-style-type: none"> <li>● I would attend classes about healthy eating if they are offered.</li> </ul> <p><i>(If you marked 'yes', please fill in your name and contact information.)</i></p>	<p>___ Yes ___ No</p>	<p>Name _____</p> <p>Phone _____</p> <p>Address _____</p> <p>Email _____</p>

Our funding agency requires that we ask for this information.

<p><b>Age:</b></p> <p><input type="checkbox"/> 18-59 years</p> <p><input type="checkbox"/> 60+ years</p>	<p><b>Are you Hispanic/Latino?</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><b>Have you received food assistance from any of these community resources in the last three months?</b> <i>(Check all that apply.)</i></p> <p><input type="checkbox"/> Basic Food (SNAP or EBT card)</p> <p><input type="checkbox"/> Child Nutrition (free/reduced school meals, snacks; summer feeding program)</p> <p><input type="checkbox"/> Food Banks</p> <p><input type="checkbox"/> ECEAP/Head Start</p> <p><input type="checkbox"/> TANF/Job Readiness</p> <p><input type="checkbox"/> Tribal Commodities (FDPIR)</p> <p><input type="checkbox"/> WIC (Women, Infant &amp; Children)</p> <p><input type="checkbox"/> No, I do not receive food assistance.</p>
<p><b>Gender:</b></p> <p><input type="checkbox"/> Female</p> <p><input type="checkbox"/> Male</p>	<p><b>Race:</b> <i>(Check all that apply.)</i></p> <p><input type="checkbox"/> American Indian/Alaska Native</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> Black/African-American</p> <p><input type="checkbox"/> Native Hawaiian/Pacific Islander</p> <p><input type="checkbox"/> White/Caucasian</p>	

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## Nutrition in Me! 4 – Cuestionario de Salud

Hoy ha sido la última lección de Nutrition in Me! 4. Cada semana su niño trajo a casa una carta. Por favor díganos como ha usado la información de la carta. Haga el favor de mandar el cuestionario después de contestarlo con su hijo a la escuela.

Como resultado después de leer la información en la carta usted, o su familia hicieron algo de lo siguiente:	Marque su respuesta:	Si usted marcó SI, escriba que está haciendo o cual información fue la más valiosa para usted:
• Nosotros hicimos algo de lo sugerido en la información.	___ Sí ___ No	_____
• Cambiamos la forma de preparar los alimentos con menos grasa, azúcar y sal.	___ Sí ___ No	_____
• Compramos más seguido bocadillos saludables para el niño.	___ Sí ___ No	_____
• Leemos las etiquetas de nutrición cuando escogemos los alimentos.	___ Sí ___ No	_____
• Preparamos nuevas comidas y recetas de la información en la carta.	___ Sí ___ No	_____
• Aumentamos en esta semana nuestra actividad física.	___ Sí ___ No	_____
• Comemos más vegetales y frutas.	___ Sí ___ No	_____
• Estamos más conscientes del tamaño de una porción.	___ Sí ___ No	_____
• Tenemos más comidas en familia.	___ Sí ___ No	_____
• Atendería clases acerca de Comer Saludable si las ofrecieran.	___ Sí ___ No	Nombre _____ Teléfono _____ Dirección _____ Email _____

*(Si usted marco 'Si', por favor denos su nombre y dirección.)*

La agencia que nos provee requiere que preguntemos por la siguiente información.

<b>Edad:</b> <input type="checkbox"/> 18-59 años <input type="checkbox"/> 60+ años	<b>¿Es usted hispano/latino?</b> <input type="checkbox"/> Sí <input type="checkbox"/> No	<b>¿Ha recibido asistencia de alimentos de alguno de estos recursos comunitarios en los últimos tres meses?</b> <i>(Marque todo lo que corresponda.)</i> <input type="checkbox"/> Basic Food (tarjeta SNAP o EBT) <input type="checkbox"/> Child Nutrition (comidas gratis o de costo reducido, programa de alimentación de bocadillos de verano) <input type="checkbox"/> Bancos de alimentos <input type="checkbox"/> ECEAP/Head Start <input type="checkbox"/> TANF/Job Readiness <input type="checkbox"/> Tribal Commodities (FDPIR) <input type="checkbox"/> WIC (Mujeres, bebés y niños) <input type="checkbox"/> No, no recibo asistencia de alimentos.
<b>Sexo:</b> <input type="checkbox"/> Femenino <input type="checkbox"/> Masculino	<b>Raza:</b> <i>(Marque todo lo que corresponda.)</i> <input type="checkbox"/> Indígena Americano/Nativo de Alaska <input type="checkbox"/> Asiático <input type="checkbox"/> Negro/Afro-americano <input type="checkbox"/> Nativo Hawaiano/de las islas del Pacífico <input type="checkbox"/> Blanco/Caucásico	

**Esta institución es un proveedor y empleador que ofrece igualdad de oportunidades para todos.** Este material se desarrolló con fondos de extensión de la Universidad Estatal de Washington por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los Estados Unidos (USDA siglas en inglés). SNAP ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, contacte: <http://foodhelp.wa.gov> o al programa Basic Food al número 1 877 501 2233.



**Pepperoni Pizza Meal**- Two slices pepperoni pizza, a side salad, and pop.

	Serving Size	Fat (g)	Sodium (mg)	Sugar (g)
Pepperoni Pizza	2 slices	24	1180	4
Side Salad	2 cups	0	10	2
Ranch Dressing	2 Tbsp.	14	260	1
Mtn. Mist	Med.- 22 oz.	0	100	80
<b>Total</b>		<b>38</b>	<b>1550</b>	<b>87</b>

**Crispy Taco Meal** - One crispy taco loaded with meat, cheese and veggies, side of nachos and fruit punch.

	Serving Size	Fat	Sodium	Sugar
Crispy Taco	1	12	350	2
Nachos	regular	21	520	2
Fruit Punch	20 oz.	0	65	75
<b>Total</b>		<b>33</b>	<b>935</b>	<b>79</b>

**Double Decker Cheeseburger Meal** - A cheeseburger with two meat patties and a special sauce, fries and pop.

	Serving Size	Fat	Sodium	Sugar
DD Cheeseburger	One	29	1040	9
Fries	Medium	19	270	0
Cola	21 oz.	0	15	58
<b>Total</b>		<b>48</b>	<b>1325</b>	<b>67</b>

**Crispy Fish Sandwich Meal** - A crispy fish sandwich with our special tartar sauce, fries and pink lemonade.

	Serving Size	Fat	Sodium	Sugar
Fish Sandwich	One	32	1370	9
Fries	Medium	23	820	0
Pink Lemonade	20 oz.	0	265	68
<b>Total</b>		<b>55</b>	<b>2455</b>	<b>77</b>

**Foot long Chicken Bacon Ranch Sandwich** - Foot long sub loaded with chicken, bacon, our special ranch sauce and all the veggie fixings plus a bag of chips, a chocolate chip cookie and low fat milk.

	Serving Size	Fat	Sodium	Sugar
Sandwich	1	56	2380	6
Nacho Cheese Chips	1 bag	13	310	2
Cookie	1	10	150	18
Low fat milk	12 oz.	3.5	180	17
<b>Total</b>		<b>82.5</b>	<b>3020</b>	<b>43</b>

**Extra-Long Chili Cheese Hot Dog** - Extra long hot dog on a bun topped with chili and cheese, French fries and our homemade cherry limeade.

	Serving Size	Fat	Sodium	Sugar
Hot Dog	1	39	1856	7
Fries	med	11	355	0
Cherry Limeade	20 oz. (med)	0	44	57
<b>Total</b>		<b>50</b>	<b>2255</b>	<b>64</b>

**Chicken Nugget Meal** - 10 pieces of chicken nuggets, fries, apple pie and water.

	Serving Size	Fat	Sodium	Sugar
Chicken Nuggets	1	30	900	0
BBQ sauce	1 packet	0	260	10
Fries	med	19	270	10
Apple Pie	1 piece	19	170	13
Water	As much as you want	0	0	0
<b>Total</b>		<b>68</b>	<b>1620</b>	<b>23</b>

## Measurements to use when making packets of salt for the NIM4 – Lesson 5 (Fast Food)

1/8 teaspoon salt = 300 mg sodium

1/4 teaspoon salt = 600 mg sodium

1/2 teaspoon salt = 1,200 mg sodium

3/4 teaspoon salt = 1,800 mg sodium

1 teaspoon salt = 2,300 mg sodium

Note: Sodium chloride or table salt is approximately 40% sodium. The above measurements show how much sodium is present in a specific amount of salt.

### These are the meal combinations used in Lesson 5.

Pepperoni Pizza Meal = 1550 mg of sodium – use ½ tsp + 1/8 tsp

Crispy Taco Meal = 935 mg of sodium – use ¼ tsp + 1/8 tsp

Double Decker Cheeseburger = 1325 mg of sodium – use ½ tsp + ½ of a 1/8 tsp

Crispy Fish Sandwich = 2455 mg of sodium – use 1 tsp + ½ of a 1/8 tsp.

Foot Long Sandwich = 3020 mg of sodium – use ½ tsp + ¾ tsp

Extra Long Chili Cheese = 2255 mg of sodium – use scant teaspoon

Chicken Nugget Meal = 1620 mg of sodium – use ½ tsp + 1/8 tsp + ½ of a 1/8 tsp

NUTRITION IN ME

4<sup>th</sup> GRADE Curriculum

Lesson 6

## **Nutrition in Me! 4**

### **Lesson 6 – How Much Time Do You Spend on Media?**

#### **Learning Objectives**

Awareness:	To understand how media influences our health behaviors.
Knowledge:	Explain at least 2 ways that media can affect health behaviors.
Skills:	Identify the times when the student is engaged in media that can influence ...
Behavior:	Increase the amount of physical activity in place of using media such as watching T.V., playing video games or using social media.
Target:	To understand how media influences our health behaviors.

#### **Supplies:**

Post-It Chart Paper to hang around room (labeled with statements, see prep time)  
Stickers (4 per student) another alternative = small post-its cut in half  
4 - 5 markers  
Magnets  
Timer or Smartphone with timer  
Statement Card  
Breakfast Bingo True/False statement cards  
Incentives = pencils, stickers, bracelets, etc.  
Justice for All Poster

#### **Food Tasting Supplies (for Ham & Cheese Wrap)**

Container to place pre-made wraps in  
Cooler  
Ice Packs  
Vinyl Gloves  
Napkins

#### **Handouts:**

Breakfast Bingo playing card  
Post-Test  
Parent Newsletter (English & Spanish)

#### **Prep-Time:**

15 minutes to gather teaching supplies.  
10 minutes to write out media statements:  
    I watched T.V. yesterday.  
    I played video games yesterday.  
    I texted a friend yesterday.  
    I went on a social media network (Facebook, Twitter, Instagram, Snapchat, Vine, etc.)  
30-45 minutes to prep food tasting, depending upon number of students in class.  
Prior to lesson:  
    Shop for ingredients for food tasting.  
    Copy handouts  
    Gather needed supplies for lesson (see above).

## **EVALUATION MATRIX:**

Post Test Questions

## **LESSON FLOW**

Prior to lesson:

Set up post-it posters around room, without disturbing class

Make sure document camera is ready

Have teaching material ready for lesson

Introduction to lesson

ACTIVITY #1: How much time am I using media?

ACTIVITY #2: Connection between media and health behaviors

ACTIVITY #3: Breakfast Bingo

ACTIVITY #4: Post-Test

ACTIVITY #5: Snack

ACTIVITY #6: Incentives

## **EDUCATOR HINTS AND TIPS**

- Please refer to the educator hints that are in the scripted outline.
- The script is a suggested way of presenting the information, but if there is a better flow of wording you are more comfortable with, please feel free to use it as long as the objective is being met.

## **FOOD SAFETY**

Must have food handler's card.

Follow best practices for food safety and food handling.

Follow best practices for handling knives and any other appliance and utensils.

Wash fruits and vegetables prior to preparing and eating.

## **ALLERGY ALERTS**

- Prior to teaching in the classroom, obtain any food allergy concerns from teacher.
- For children with food allergies, they are encouraged to bring own snack from home. When possible the nutrition educator with modify food tasting snack; i.e. remove cheese from wrap, or provide a small serving of fruit for fruit parfait (dairy allergy)

## **Teacher Outline (Scripted)**

Good Morning (afternoon)! Hoping you are having an awesome day so far.

Today is our last time together and it's going to be fun! We are going to discuss how media can influence the food choices we make. To review everything that we have learned we are going to play Breakfast Bingo, do our Post test then have a yummy snack.

## **ACTIVITY #1: Media and the use of our Time (5-8 minutes)**

Supplies: Post-It posters, stickers, markers.

How much time during the day, on average, do you think young people spend using media? Explain how using media includes activities such as playing video games, listening to music, reading, using the internet, texting, watching T.V. or Netflix.

Before I tell you the answer, let's do a quick research on your classroom and media use. Take a moment and think about how you spent your time yesterday. I've posted 4 posters around the room that represent 4 different activities you might have done. I would like you to read each statement in your head and place one sticker on the paper if the statement applies to you. If it doesn't, then move on to the next.



- I watched T.V. yesterday.
- I played video games yesterday.
- I texted a friend yesterday.
- I went on a social media network (Facebook, Instagram, Twitter, YouTube, SnapChat, Vine, etc.)
- You will have 2 minutes to perform this task, so move quickly.
- Once you have addressed all the statements you may return to your seat.
- There is no talking during this activity! We want to reduce bias in our research which means we want to reduce the influence we have on each other's answers.

Set a timer on your phone or bring a timer. Set it for 2 minutes.

Ask for 4 volunteers to collect the "data" by counting the number of stickers and writing it on the bottom of the poster page.

This information gives us a sense of some of the media that your classroom used yesterday. Keep in mind that this does not include all media we use. This was a quick research activity.

Do you think this media use is typical among your age group?

**EDUCATOR'S NOTE:** As teachers, we have a good idea of what kids are "into" today. But this is a time to glean off our students, and get some ideas on what they are using in the media world. If you think a different type of media is more appropriate for your classroom to write on the posters, definitely use it.

### **Activity #2: The Connection between Media and Health (10 minutes)**

Supplies: statement card

Let's return to the question I asked at the beginning of the lesson "How much time during the day, on average, do you think young people spend using media?"

Ask for a volunteer to read this fact out loud:

**Young people ages 11-14 spend an average of 8 hours and 40 minutes a day using media. This is more time than they spend doing anything else except sleeping.** (Source: Foehr, U.G. Rideout, V.J., & Roberts, D. F. (2010). Generation M2: Media in the Live of 8- to 18-year Olds. Menlo Park, CA: Kaiser Family Foundation)

- What do you think about this amount of time?
- How does it compare to what you thought when I first asked you the question?
- Why do you think most youth spend more time using media than being physically active?
- Instead of sitting in front of a screen or using other media for more than 8 hours each day, what else could young people do with their time? Listen to their responses.
  - ★ Walk with friends.
  - ★ Do homework.
  - ★ Plays sports or games with family or friends.
  - ★ Sleep
  - ★ Talk with family and friends.
  - ★ Skateboard
  - ★ Ride your bike
  - ★ Go on errands with Mom
  - ★ Go to the park.
  - ★ Do chores (your Mom will love you forever)
  - ★ Walk the dog.

So what do you think the connection is between media and your health? Listen to their responses. Here are a few connections:

- Media is everywhere and can have a powerful effect on our attitudes, behaviors, and health.
- Many people like to snack while using media, and what type of foods are typical to snack on? High fat and sugar type foods which do not have much nutritional value.
- And if we are eating while watching T.V. or other media, are we being mindful of how much we are eating? Nope, and that leads to overeating. (can connect with hunger scale)
- What types of foods do media advertisements promote? Typically high fat, sugar and salty foods. How often are fruits, vegetables and whole grains advertised?
- Media can offer attractive role models who can inspire us to take care of ourselves by eating smart and being active. But media often portrays body sizes and shapes that are unrealistic and have little to do with being healthy. (Think Gatorade)
- Media keeps us busy, but not necessarily active.
- Media often portrays sports as fun and exciting. Even though that portrayal encourages an interest in sports, some people watch sports instead of being active themselves.
- What would happen to you if you reduced the amount of media in your life?
- Could you set some personal guidelines to reduce the use of media/screen time in your daily life?

Awesome Job!

### **ACTIVITY #3: BREAKFAST BINGO**

Supplies: Bingo cards, Bingo true/false statements, document camera

How to Play:

1. Pass out bingo sheet and instruct students to get out a pencil or marker.
2. Ask the students if they notice the true/false boxes at the bottom of each bingo number.
3. Explain that you will be reading a true/false statement that you will display under the document camera.
4. Each student will think of what the answer is and mark either true or false.
5. Ask a student to raise their hand if they would like to answer the question.
6. Flip over the card to display the answer and explanation.
7. If they mark it correctly, the student can either mark the entire box with an X or a smiley face.
8. If the student marked it incorrectly, they do not do anything.
9. Repeat until there is a bingo.
10. The player with 5 across, down or diagonal has a bingo.
11. If time allows, you can continue until everyone had a bingo.

### **ACTIVITY #4: POST TEST**

Supplies: Post-test and pencil

You did so well on the bingo questions, I think you are ready for the post-test! But first let's stand up and stretch our bodies. Taking a deep breath, reach your hands to the sky and stretch your body as far as you can. Then with an exhale, bend your body down at the hips until you can touch your toes (or close to them).

- Ask students to get out a pencil (no markers).
- Pass out test and instruct students to write their number and today's day on the top right corner.
- Explain the expectations during the test, that there is no talking and eyes are on their own paper.
- Explain that you will read each question and possible answers and that they should circle the answer they think is correct.
- When each student has completed their test, they may quietly wash hands then work on the Nutrition word search.

**ACTIVITY #5: SNACK (5 minutes)**

Supplies: napkins and vinyl gloves

Ham and Cheese Wrap (made before class)

This is a great after school snack or could replace the sandwich in your lunch. Instead of an apple slice you can add shredded carrots.

**ACTIVITY #6: INCENTIVES (5 minutes)**

Collect Program Evaluation and Teacher Observation Report.

Handout incentive of choice for returning the Program Evaluation, as well as any other incentives your program chooses to give out.

Thank the students and teacher for allowing the time to talk about being healthy and active and to enjoy the rest of the school year!

\*Media section of lesson is from Media Smart Youth, Eat, Think and Be Active.

Eunice Kennedy Shriver National Institute of Child Health and Human Development

<http://www.nichd.nih.gov/msy>

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## NUTRITION IN ME! 4

STUDENT'S CODE NUMBER \_\_\_\_\_ DATE \_\_\_\_\_  PRE  POST

Circle the answer that best applies to you.

	1	2	3	4
<b>1. I eat vegetables . . .</b>	Never or almost never	Some days	Most days	Every day
<b>2. I eat fruit . . .</b>	Never or almost never	Some days	Most days	Every day
<b>3. I choose healthy snacks . . .</b>	Never or almost never	Some days	Most days	Every day
<b>4. I eat breakfast . . .</b>	Never or almost never	Some days	Most days	Every day
<b>5. I do physical activities . . .</b>	Never or almost never	Some days	Most days	Every day

	1	2	3
<b>6. Being active is fun.</b>	I do not agree	I'm not sure	I agree
<b>7. Being active is good for me.</b>	I do not agree	I'm not sure	I agree

	1	2	3	4
<b>8. A pizza was left out of the refrigerator all night. What should you do?</b>	Eat the pizza	Smell the pizza and then decide if it's okay to eat.	Put the pizza in the refrigerator	Don't eat the pizza
<b>9. A chicken and rice dish has been in the refrigerator for over a week. What should you do?</b>	Eat the chicken and rice dish	Smell the chicken and rice dish and then decide if it's okay to eat	Put the chicken and rice dish back in the refrigerator	Don't eat the chicken and rice dish

Circle the answer that best applies to you.

	1	2	3	4
<b>10. I wash my hands before making something to eat.</b>	Almost never	Sometimes	Most of the time	Always

	1	2	3
<b>11. Will you ask your family to buy your favorite fruit or vegetable?</b>	No	Maybe	Yes
<b>12. Will you ask your family to buy non-fat or 1% milk instead of regular whole milk?</b>	No	Maybe	Yes
<b>13. Will you ask your family to have fruits in a place like the refrigerator or a bowl on the table where you can reach them?</b>	No	Maybe	Yes
<b>14. Will you ask your family to have cut-up vegetables in the refrigerator where you can reach them?</b>	No	Maybe	Yes

# NEWS PARENTS CAN USE

## Lesson 6

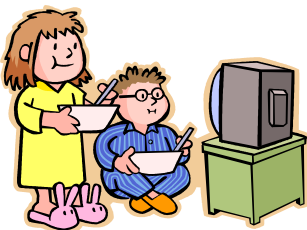
## How Media Influences

### How Media Influences What We Eat

Our children are influenced by media wherever they go. Did you know that child-targeted advertisement exceeds \$15 billion per year? Most of the advertisements are for fast food, breakfast cereals, snacks and candy that are high in sugar, salt and fat. Marketers sneak their efforts to establish brand loyalty from birth. Using TV and popular cartoon characters, games, toys and books, junk food advertisements are in disguise. Many children cannot tell the difference between television programming and advertisements. Teens are attracted by a product's social appeal through sports and music. As a parent, how can you help children deal with the media?

- ✓ Watch advertisement with children and discuss advertising gimmicks.
- ✓ Limit TV watching to fewer than 2 hours per day and consider prerecorded programs or videos. Fast forward through the commercials.
- ✓ Keep TV and computers out of bedrooms and in family living areas where you can monitor use.

Today in Nutrition in Me!, students examined fast food advertising and slogans. They discovered how marketing techniques influenced their decisions. Be sure to ask what they learned!



### When Parents and Children Eat Together. . .

- Children do better in school.
- Children have fewer behavior problems.
- Communication between children and adults improves.
- Meals are more nutritious and healthful.
- Food dollars are better used.
- Families enjoy their time together.

School activities, work schedules and sports don't always allow eating together on a regular basis. Make a plan to eat dinner together at least 4 times a week.



### Food Safety Tip

Wiping kitchen surfaces with a sponge provides an inviting environment for bacteria. The average used sponge harbors 7.2 billion bacteria! Bacteria can survive for days, even weeks, in a sponge because they multiply where there is moisture and nutrients. The pebbly surface of the sponge makes it easy for bacteria to cling to it and there is a steady supply of nutrients when it is used to wipe up food scraps. These same bacteria will spread around the kitchen as you wipe other surfaces. It is best to frequently wash sponges, dishcloths and dish towels in the hot cycle of the washing machine. Using clean paper towels to wipe up messy spills can help to prevent the spread of germs throughout your whole house.

### 7 Reasons to Plan Meals

1. Planning meals ahead of time and making a grocery list for these meals saves money. Fewer trips to the grocery store, the less you spend.
2. Meal planning helps you avoid the “What’s for dinner tonight?” panic at the end of the day.
3. Plan meals with some new foods each week so your family can try new things.
4. With a meal plan in hand, you’re less likely to stop for fast food - which saves your wallet and your waistline.
5. Involve your children. Kids who plan or cook food, are more likely to eat it.
6. Planning meals together teaches important life skills - living within a budget, smart shopping and making healthy choices.
7. Shopping together with planned menus helps kids practice real life math.

### How to Talk to Your Kids About Weight

Children and adolescents are very sensitive about their appearance. Maintaining a child’s self esteem is as important as promoting a healthy weight. Children need to know they are loved and beautiful no matter what their size or appearance. Never tell a child that he or she is fat or obese. The home environment is one of the strongest influences on behavior. Discuss how family members can work as a team to decrease high calorie foods and increase physical activity. If your own weight is less than perfect, admit it. Let your kids know that, as they’re working to improve their health, you’re working with them to improve yours. Teach children that eating lower calorie foods is a pleasure, not a punishment. Promote physical activity in ways that are fun. Remember to model the behavior you want your children to achieve.

### Be Healthy

Making meal planning a game can be a fun family activity. Have each family member plan a meal. Is there a food from each MyPlate food group? Are there three or more colors of food in each meal? Is there a variety of tastes and textures? Do the foods go together? The person who helped plan the meal gets to help prepare it. Even young children can get things from the refrigerator for you and set the table. What a great way to spend time together and help children learn important life skills.

### Energy Bars – Are They For You?

There are many different energy bars on the store shelves. They are sold as a snack for most everyone too busy to eat. But are they for you? If you are watching your weight, read the Nutrition Facts label. Larger bars have more calories. Look for five grams of fat or less per bar. Try to choose an energy bar with no more than 100% of each vitamin or mineral. What if the bar has herbs or other ingredients? Usually there isn’t enough in the bar to be good or bad for you. Energy bars are expensive. If you are looking for quick snacks to eat during the day, choose breakfast cereal in a bag, pretzels, yogurt, crackers and cheese, raisins and nuts or fresh fruit.



This institution is an equal opportunity provider and employer for all. This material was funded by Washington State University Extension for USDA’s Supplemental Nutrition Assistance Program. (SNAP). SNAP provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: <http://foodhelp.wa.gov> or the Basic Food Program at: 1-877-501-2233.

## LA INFLUENCIA DE LOS MEDIOS INFORMATIVOS EN LA ALIMENTACIÓN

Nuestros hijos son influenciados por los medios informativos en todos los lugares a donde van. En un año se están gastando más de 15 millones en publicidad dirigida exclusivamente a los niños. La mayoría de los anuncios son de comidas rápidas, cereales para el desayuno, bocadillos y dulces altos en sal, azúcar y grasa. Los mercados hacen todo lo que esta a su alcance para promocionar y ganar la lealtad del comprador desde que nace. En la televisión usan los caracteres de las caricaturas más gustadas, juegos electrónicos, libros y juguetes, de esta manera presentan su propaganda acerca de los alimentos “chatarra” y muchos niños no saben diferenciar entre el anuncio y el programa. Los adolescentes son atraídos por medio de la música, aceptación social y los deportes. ¿Como padre, que puede hacer para ayudar a sus hijos a disminuir la atracción hacia toda esa información negativa?

- ✓ Vea los comerciales con sus hijos y comenten los trucos publicitarios.
- ✓ Limite el tiempo de ver televisión a 2 horas o menos y considere grabar los programas y no mostrar los comerciales.
- ✓ Mantenga la televisión y la computadora en la sala y no en la recamara, de esta manera usted se da cuenta del uso que se les da.

Hoy en la clase de Nutrición In Me! los estudiantes examinaron la publicidad de las comidas rápidas y sus lemas de comercialización. Descubrieron como los trucos publicitarios tienen gran influencia sobre las decisiones que toman. Pregúnteles que fue lo que aprendieron.

## Cuando los Padres y los Niños Comen Juntos.....

- Los niños se desempeñan mejor en la escuela.
- Los niños tienen menos problemas de conducta.
- Mejora la comunicación entre los niños y los adultos.
- Las comidas son más nutritivas y saludables.
- El dinero se usa mucho mejor.
- Las familias disfrutan el tiempo juntos.

Las actividades escolares, los horarios de trabajo y deportes no siempre permiten a la familia comer juntos con regularidad. Busque el tiempo para comer juntos por lo menos 4 veces a la semana.

## Sugerencias para Protegerse

Limpiar las superficies de la cocina con una esponja, provee el ambiente adecuado para las bacterias. Una esponja puede tener hasta 7.2 billones de bacterias. Estas pueden sobrevivir por días, aún semanas en una esponja ya que se multiplican donde hay humedad y comida. La superficie de la esponja es perfecta para las bacterias ya que cuando se usa para quitar los residuos en los platos ellas adquieren su comida. Estas bacterias se desparraman en toda la cocina a medida que se van “limpiando” con esponjas. Es recomendable lavar frecuentemente las esponjas y todos las servilletas de la cocina en el ciclo caliente de la maquina de lavar. Use servilletas de papel para limpiar los derrames esto puede ayudar a prevenir que las bacterias invadan toda la casa.



## 7 Razones para Planear las Comidas

1. Planeando las comidas por adelantado y haciendo una lista de lo necesario se ahorra dinero. Mientras menos veces vaya a la tienda, menos va a gastar.
2. Cuando se planean las comidas no se tiene el problema al final del día “Que voy a hacer de cenar?”
3. Planee las comidas usando alimentos que nunca ha usado cada semana, de esta manera su familia aprenderá a disfrutar cosas nuevas.
4. Con un plan de comida semanal hay menos probabilidades de que pare en el lugar de comidas rápidas, de esta manera ahorra dinero y mantiene definida su cintura.
5. Envolviendo a los niños al planear las comidas evita el tener que escuchar “esto no me gusta, no lo quiero.” Cuando se incluyen los niños en el plan o en la preparación hay más probabilidades de que coman de todo.
6. Planear las comidas en familia enseña habilidades para la vida diaria como aprender a ajustarse a un presupuesto, adquirir conocimiento en el arte de comprar y escoger lo mejor para la salud.
7. Al comprar juntos cuando se ha planeado el menú los niños practican matemáticas en la vida real.

### Como Hablar con los Niños Acerca del Peso

Los niños y los adolescentes son muy susceptibles con relación a su apariencia. Tan importante como mantener un peso saludable es el mantener la aprobación de si mismo en el estudiante. Los niños necesitan saber que lucen bien y que se les quiere mucho no importa la talla o la apariencia. Nunca le diga a un niño que esta gordo u obeso. Una de las más fuertes influencias sobre la conducta viene del ambiente familiar. Toda la familia puede trabajar como equipo para disminuir los alimentos altos en calorías y aumentar la actividad física. Si su peso no esta dentro de lo normal, admítalo y dígales a sus hijos que mientras ellos están trabajando para mejorarse, usted esta haciendo otro tanto para estar saludable. Los niños deben saber que consumir alimentos bajos en calorías es un placer no un castigo. Fomente la actividad física de manera que sea divertido, recuerde modelar la conducta que quiere que tengan sus hijos.

## Este Saludable

Planear las comidas como un juego puede ser divertido. Que cada miembro de la familia planee una comida. ¿Contiene un alimento de cada grupo de Mi Plato? ¿Hay tres o más colores de alimentos en cada comida? ¿Se encuentran diversos sabores y texturas? ¿Se complementan los alimentos? La persona que ayudo a planear la comida también ayuda a prepararla. Aún los niños pequeños pueden traerle cosas del refrigerador o ayudar a poner la mesa. Esta es una gran manera de disfrutar el tiempo juntos y a la vez esta enseñando importantes habilidades para la vida real.

### Barras de Energía - ¿Son Para Usted?

En la tienda hay muchas barras de energía diferentes. Se venden como bocadillo para aquellos que no tienen tiempo para comer. ¿Estas son para usted? Si esta cuidando su peso, lea la etiqueta, mientras más grandes de tamaño más calorías. Fíjese que tenga cinco gramos de grasa o menos por barra. Trate de escoger una barra de energía con no más del 100% de cada vitamina o mineral. Si la barra tiene hierbas y otros ingredientes, usualmente es una cantidad mínima que no le afecta ni para bien ni para mal. Las barras de energía son caras. Si esta buscando bocadillos rápidos para consumir durante el día, escoja cereales para el desayuno en una bolsa, pretzels, yogurt, galletas saladas, queso, pasas y nueces, o fruta fresca.



Esta institución es un proveedor y empleador que ofrece igualdad de oportunidades para todos. Este material se desarrolló con fondos de extensión de la Universidad Estatal de Washington por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los Estados Unidos (USDA siglas en inglés). SNAP ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, contacte: <http://foodhelp.wa.gov> o al programa Basic Food al número 1 877 501 2233.

# Breakfast Bingo

<b>1</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>2</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>3</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>4</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>5</b> True <input type="checkbox"/> False <input type="checkbox"/>
<b>6</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>7</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>8</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>9</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>10</b> True <input type="checkbox"/> False <input type="checkbox"/>
<b>11</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>12</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>FREE SPACE</b>	<b>13</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>14</b> True <input type="checkbox"/> False <input type="checkbox"/>
<b>15</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>16</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>17</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>18</b> True <input type="checkbox"/> False <input type="checkbox"/>	<b>19</b> True <input type="checkbox"/> False <input type="checkbox"/>
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Interested in improving your grades, easier weight control and better athletic performance? Then eat **BREAKFAST** every day. Students who eat a morning meal score higher in school, take in more nutrients and eat fewer calories later in the day. In a hurry? Choose quick-grab foods on your way out the door such as a whole grain bagel and banana or a peanut butter sandwich and grapes.

1. Eat breakfast every day!
2. Choose foods from at least 3 food groups.
3. Choose a low sugar breakfast.

# Lotería Del Desayuno

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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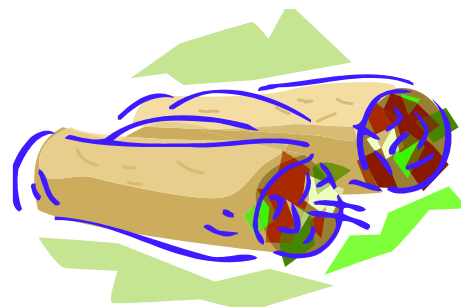
¿Te interesas en mejorar tus grados, controlar el peso fácilmente y un mejor desempeño atlético? Entonces consume **DESAYUNO** cada mañana. Los estudiantes que acostumbran la comida de la mañana tienen mejores calificaciones en la escuela, ingieren más nutrientes y consumen menos calorías durante el resto del día. ¿Llevas mucha **PRISA**? Escoge alimentos listos para comer en el camino hacia la puerta como un *bagel* integral y un plátano o un sándwich de mantequilla de cacahuate y uvas.

1. ¡Desayuna todos los días!
2. Escoge por lo menos de tres grupos diferentes de alimentos.
3. Prefiere un desayuno bajo en azúcar.

## HAM AND CHEESE WRAP (1 serving)

### Ingredients:

- 1 small (7-inch) whole wheat tortilla
- 4 slices, thinly sliced ham (approximately 1/3 oz)
- 1 ounce sliced Swiss cheese
- 3 thin unpeeled apple slices



**Variation:** Instead of ham and cheese, use low fat refried beans, shredded cheese, chopped tomatoes, shredded lettuce or shredded carrots

### Directions:

1. Place tortilla on a paper plate
2. On the tortilla place ham, then cheese
3. Over the cheese place the apple slices
4. Roll tortilla tightly and eat

## ROLLO DE JAMÓN Y QUESO (Una porción)

### Ingredients:

- 1 tortilla chica (7 pulgadas diámetro) harina integral
- 4 rebanadas de jamón delgadas como papel (1/3 onza)
- 1 onza queso suizo en rebanadas
- 3 rebanadas de manzana sin pelar

**Variaciones:** En lugar de jamón y queso, use frijoles refritos, queso rallado, tomates picados, Lechuga picada o zanahoria rallada.

### Direcciones:

1. Coloque la tortilla en un plato de papel
2. Sobre la tortilla ponga jamón y queso
3. Acomode encima las rebanadas de manzana
4. Enrolle la tortilla bien apretada y a comer

<b>Nutrition Facts</b>	
Serving Size 1 wrap (101g)	
Servings Per Container 1	
Amount Per Serving	
<b>Calories</b> 190	Calories from Fat 70
% Daily Value*	
<b>Total Fat</b> 8g	<b>12%</b>
Saturated Fat 5g	<b>25%</b>
<b>Cholesterol</b> 25mg	<b>8%</b>
<b>Sodium</b> 680mg	<b>28%</b>
<b>Total Carbohydrate</b> 25g	<b>8%</b>
Dietary Fiber 2g	<b>8%</b>
Sugars 4g	
Protein 10g	
Vitamin A 6%	• Vitamin C 2%
Calcium 20%	• Iron 4%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories    2,000    2,500
Total Fat	Less Than 65g    80g
Saturated Fat	Less Than 20g    25g
Cholesterol	Less Than 300mg    300 mg
Sodium	Less Than 2,400mg    2,400mg
Total Carbohydrate	300g    375g
Dietary Fiber	25g    30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

This institution is an equal opportunity provider and employer for all. This material was funded by Washington State University Extension for USDA's Supplemental Nutrition Assistance Program. (SNAP). SNAP provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: <http://foodhelp.wa.gov> or the Basic Food Program at: 1-877-501-2233.