

September's Healthy Habits Campaign Message is:

**Respect your body by eating a variety of healthy foods every day!**

Good nutrition is important for kids and adults alike. At each meal, we should all try to fill half our plates with fruits and vegetables, and fill the other half with a whole grain food and a lean meat or other protein. It is also important to eat those low and non-fat dairy foods for calcium and to refresh ourselves with water throughout the day. To help you promote September's healthy habit, this packet contains:

<b>Nutrition Activities and Resources</b>	<b>Time needed:</b>	<b>Page Number:</b>
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<b>Energizer:</b> Fruit and Veggie Relay Race	10-15 Min.	3
<b>Literacy Connections:</b> Healthy Choices Word Search	10-15 Min.	4
<b>Cooperative Activity:</b> Healthy Food Messages Poster Project	20 Min.	4
<b>Family Connections:</b> Planning a Healthy Snack	10-15 Min.	5

If you are interested in having a Public Health Educator from the Chatham County Public Health Department complement your instruction by presenting to your class about nutrition, please take a look at the offerings for your grade level at [www.chathamnc.org/schoolhealth](http://www.chathamnc.org/schoolhealth), or contact Ellie Morris, the School Health Liaison for the Chatham County Public Health Department at [elizabeth.morris@chathamnc.org](mailto:elizabeth.morris@chathamnc.org) or 919-545-8443.

**The key points to focus on this month are:**

- It's important to eat a variety of foods, from all of the different food groups so that we get all the goodness that all the different foods have to offer (ie, calcium from dairy products, vitamins and minerals from fruits and veggies, etc.) It's especially important to choose whole grain options for bread, crackers, pasta, etc. and to 'fill half your plate' at each meal with fruits and vegetables.
- Water is the best choice when we're thirsty!
- The energy we need to play and learn comes from the food we eat. To be healthy, we must balance how much energy we put into our bodies with how much energy we use up. If we eat more energy than we need, or don't play enough to use that energy up, there's energy left over that can make us gain weight.

**Thank you for your help promoting the health of Chatham County's students!**

## Nutrition Basics

**What are Calories?** A calorie is a measurement. Calories are the amount of energy released when the body breaks down food. The more calories a food has, the more energy it can provide the body. When a person eats more calories than he/she needs, the body stores the extra calories as fat. Eating carbohydrates, proteins, and fats provides calories.

**Calories in the diet:** How many calories a person needs to take in each day depends on factors such as gender, age, and activity level. To calculate your calorie needs, see: <http://www.choosemyplate.gov/myplate/index.aspx>.

**What are Proteins?** Proteins are nutrients that are essential to the building, maintenance, and repair of body tissue such as the skin, the internal organs, and muscle. They are also the major components of our immune system and hormones. Proteins are made up of amino acids. While the human body can produce many of the amino acids we need, eight essential amino acids can only be obtained from what we eat.

**Proteins in the diet:** Proteins contain 4 calories per gram and should account for approximately 20-30% of daily calories. Dairy products also provide protein.

**Tips:** Choose lean sources of protein whenever possible, such as low-fat dairy, beans, fish, and poultry.

**What are Carbohydrates?** Carbohydrates provide fuel for the body in the form of glucose, a sugar that is the primary source of energy for the body's cells. Carbohydrate sources include many foods that are nutrient-rich such as whole grains, fruits, vegetables, beans, and peas, as well as less healthy foods such as candy, cookies, and soft drinks.

**Carbohydrates in the diet:** Carbohydrates contain 4 calories per gram (made up of sugar, starch & fiber) and should account for 45-65% of daily calories. People should try to consume 25-35 grams of fiber per day. We get most of our carbohydrates from the grains, vegetables and fruits food groups. When eating grains, strive for whole grains whenever possible. Low-fat popcorn, corn tortillas, brown rice, oatmeal, and breads and crackers that advertise as 100% whole grain are all great options.

**Tips:** To increase fiber intake, choose more whole grains, beans, and fruits and vegetables.

**What is Fat?** Fat is made up of fatty acids or lipids. Depending on their chemical structure, these fatty acids are called monounsaturated, polyunsaturated, saturated, or trans fats. Trans fats and saturated fats are the least healthy fats to eat.

**Fat in the diet:** Fat contains 9 calories per gram and should account for 20-35% of daily calories. Saturated fat should be limited to less than 10% of daily calories. Consumption of trans fats should be as low as possible.

**Tips:** To limit trans fats, check the ingredient list – limit 'hydrogenated oil'. To limit fats overall, try to avoid fried foods, choose lean meats and low or non-fat dairy foods, and prepare and eat more meals at home.

Content from WebMD, <http://women.webmd.com/guide/nutrition-101-how-to-eat-healthy> and Zach Deaton, Chatham County Public Health Department Nutritionist.

<b>Energizer</b>	<b>Fruit and Veggie Relay Race</b>
<i>Standard Course of Study Objectives and Health Education Essential Standards</i>	3 <sup>rd</sup> Grade: <ul style="list-style-type: none"> <li>• 3.NPA.1.1</li> </ul> 4 <sup>th</sup> Grade: <ul style="list-style-type: none"> <li>• 4.04, 4.10</li> <li>• 4.NPA.2.2</li> </ul> 5 <sup>th</sup> Grade: <ul style="list-style-type: none"> <li>• 4.01</li> <li>• 5.NPA.1.1</li> </ul>
<i>Time Needed</i>	10-15 minutes
<i>Organization/Equipment</i>	<i>Organization:</i> <ul style="list-style-type: none"> <li>• Divide students into 2 or 3 groups.</li> </ul> <i>Equipment:</i> <ul style="list-style-type: none"> <li>• Provide a marker and a piece of large paper (taped to a wall) for each group to write on.</li> </ul>
<i>Teacher Introduction</i>	This is a fun active warm-up for any nutrition lesson. See the variations for different nutrition themes to try.
<i>Rules/Directions</i>	<ul style="list-style-type: none"> <li>• Tell students that they will be doing a relay race similar to what they have probably done in gym class, but a little different because they have to come up with lists of healthy foods.</li> <li>• Describe that the goals of this race is to see how long of a list they can make of different fruits and vegetables – and in doing so, to remind the group of their many options for healthy eating. Reiterate that it’s important to fill half your plate with fruits and vegetables, so it’s good to have options!</li> <li>• Tie in the character trait of the month (respect). For example, one way to respect ourselves is to eat nutritious foods, like fruits and vegetables, every day.</li> <li>• Divide the class into groups and have the students line up, a certain distance from their designated paper and facing it.</li> <li>• Give the starting student the marker and describe that this will be the baton for their relay race. The first person will run up to the paper and write down a fruit or a veggie, return, pass the marker to their next teammate, and move to the back of the line. As soon as a student is touching the marker, he/she can go up to the paper. Specify whether students will be running, fast-walking or using some other movement to get to and from the paper. Also specify how the rest of the team should be waiting their turns, ie, hopping in place, quiet, etc.</li> <li>• Tell students how long they will have to race, and be sure to give them a heads up when they’re almost out of time.</li> <li>• Do the relay race.</li> <li>• At the end, ask students how this might apply to their lives (maybe a student listed something they don’t but would like to try) and why it’s important to know about healthy foods.</li> <li>• If desired, incorporate one of the variations below.</li> </ul>
<i>Literacy Connection</i>	<ul style="list-style-type: none"> <li>• Ask students to choose one of the fruits or vegetables and race to generate adjectives that describe foods in a certain food group, or verbs associated with different foods and their preparation.</li> <li>• Have pairs of students choose one of the fruits/veggies from the relay race lists to research and write about. Possible topics include, what makes it healthy, a healthy recipe, different cultures that use this food/traditions related to it.</li> </ul>
<i>Variations</i>	<ul style="list-style-type: none"> <li>• During the race, switch the way students get to the butcher paper (skipping, hopping, crab-walking, walking like a penguin, etc.)</li> <li>• Race to create lists for different categories: healthy breakfast foods, healthy lunch foods, healthy snacks, or add healthy foods to all of the categories of a MyPlate diagram.</li> </ul>

<b>Literacy Connections</b>	<b>Nutrition and Healthy Choices Word Search</b>
<i>Standard Course of Study Objectives and Health Education Essential Standards</i>	5 <sup>th</sup> grade: <ul style="list-style-type: none"> <li>• 4.01</li> <li>• 5.NPA.1.1</li> </ul>
<i>Time Needed</i>	10-15 minutes
<i>Organization/equipment</i>	<i>Organization:</i> <ul style="list-style-type: none"> <li>• This activity can be done individually or in pairs</li> </ul> <i>Equipment:</i> <ul style="list-style-type: none"> <li>• Everyone needs a copy of the <i>Nutrition and Healthy Choices Word Search</i> (available on the Healthy Habits website) and a pen/pencil.</li> </ul>
<i>Teacher Introduction</i>	This is a quick, fun, activity that can be a good jumping off point for more in depth discussion/learning about nutrition.
<i>Rules/Directions</i>	<ul style="list-style-type: none"> <li>• Explain to students that this is just like other word searches. Words to find are listed below the grid, and are jumbled up with other letters in the grid.</li> <li>• Tell students to circle words in the grid as they find them. Then, they should answer the questions at the bottom of the page.</li> </ul>
<i>Academic Connections</i>	<ul style="list-style-type: none"> <li>• Have small groups (either pairs or groups of 4) choose a few of the foods in the word search and research and write healthy recipes utilizing those foods.</li> <li>• Incorporate mathematics practice by compiling the favorite foods from the students' worksheets and as a class, graphing and/or calculating the fraction of students who liked each.</li> </ul>

<b>Cooperative Activity</b>	<b>Healthy Food Messages Poster</b>
<i>Standard Course of Study Objectives and Health Education Essential Standards</i>	3 <sup>rd</sup> grade: <ul style="list-style-type: none"> <li>• 4.01</li> <li>• 3.NPA.2.2</li> </ul> 4 <sup>th</sup> grade: <ul style="list-style-type: none"> <li>• 4.08</li> </ul> 5 <sup>th</sup> grade: <ul style="list-style-type: none"> <li>• 4.04</li> <li>• 5.NPA.2.1, 5.NPA.2.2</li> </ul>
<i>Time Needed</i>	20 minutes (MINIMUM)
<i>Organization/Equipment</i>	<i>Organization:</i> <ul style="list-style-type: none"> <li>• Divide the group into small groups of 3 or 4 students each</li> </ul> <i>Equipment:</i> <ul style="list-style-type: none"> <li>• Each group will need a piece of poster paper, a variety of markers.</li> <li>• If you like, you can also show them some examples of positive/healthy food messages</li> </ul>
<i>Teacher Introduction</i>	This is a cooperative activity that builds media literacy skills.
<i>Rules/Directions</i>	<ul style="list-style-type: none"> <li>• Tell the students they are going to get a chance to do some positive advertising that promotes healthy eating.</li> <li>• Explain what a slogan is and give some examples. "Milk: it does a body good," "Snap, crackle, pop" (Rice Krispies), "I'm lovin' it" (McDonalds).</li> <li>• Tell students that there are a lot of advertisements for junk food around, so we're going to advertise healthy foods and try to convince people to eat those foods, instead.</li> <li>• Ask the group for an example of a healthy food or beverage they might want to promote.</li> <li>• Say they come up with bananas. Run through an example with bananas.</li> <li>• Ask them what is healthy about bananas; what they think are the best things about bananas; what they would want people to know about bananas; and ask for ideas for</li> </ul>

	<p>a catchy slogan that would make people want to eat bananas. Write these questions up so students can refer to them as they work on their posters.</p> <ul style="list-style-type: none"> <li>• Tell student that they are going to work in small groups, using the same questions as in the example, to come up with their own slogan and poster for a healthy food or drink they want to promote.</li> <li>• Before students begin, review what it means when a food is healthy (not a lot of added fat or added sugar) and check in with the groups to make sure the foods they choose to promote are healthy. Review any guidelines for groupwork that you think will be helpful.</li> </ul>
<i>Variations</i>	<ul style="list-style-type: none"> <li>• Turn this into a dramatic arts activity by having the team perform their slogan or commercial.</li> <li>• Arrange with the cafeteria and/or principal for the students to do positive advertising for particular cafeteria foods and hang the posters in the cafeteria.</li> <li>• Focus in on only one food group, or only on beverages.</li> </ul>
<b>Family Connections</b>	<b>Planning a Healthy Snack</b>
<i>Standard Course of Study Objectives and Health Education Essential Standards</i>	<p>3<sup>rd</sup> grade:</p> <ul style="list-style-type: none"> <li>• 4.04</li> </ul> <p>4<sup>th</sup> grade:</p> <ul style="list-style-type: none"> <li>• 4.04</li> <li>• 4.NPA.1.1, 4.NPA.2.2</li> </ul> <p>5<sup>th</sup> grade:</p> <ul style="list-style-type: none"> <li>• 4.01</li> <li>• 5.NPA.2.2</li> </ul>
<i>Time Needed</i>	10-15 minutes
<i>Organization/Equipment</i>	<p><i>Equipment:</i></p> <ul style="list-style-type: none"> <li>• <i>My Fruit and Veggie Goals</i> worksheet</li> </ul>
<i>Teacher Introduction</i>	This worksheet gives students the chance to create a healthy snack they might like. Students can take it home, providing a starting point for family discussions of healthy eating.
<i>Rules/Directions</i>	<ul style="list-style-type: none"> <li>• Discuss how many times a day students generally eat snacks, then discuss why it may be important for those snacks to be healthy. Ask students to name some examples of healthy snacks. Discuss the snacks that are available at school, which are healthier choices/which are less healthy, and why.</li> <li>• Tell students that they are going to do an activity where they practice planning a healthy snack.</li> <li>• Distribute and review <i>My Fruit and Veggie Goals</i> handout. Then, ask students to complete it.</li> <li>• Once students are finished, ask them to pair up and share their responses and ideas. As a large group, ask a few students to share their snack ideas.</li> <li>• Tell students that they will get to take their worksheets home to their families to share their snack ideas- they could even try to make them.</li> </ul>
<i>Variations</i>	<ul style="list-style-type: none"> <li>• Have the class choose a couple of the snack ideas and plan a day to make those snacks in class.</li> <li>• Compile snack ideas with pictures into a class healthy snack cookbook.</li> <li>• Find out what fruit/vegetable will be served in the cafeteria that day and encourage them to eat those things today to practice eating more fruits and veggies.</li> </ul>