

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>
Teacher Resource: <i>Nutrition Basics</i>		2
<b>Energizer:</b> Heart Smart	5-10 Min.	3
<b>Creative Connections:</b> Filling Up MyPlate	15-20 Min.	4
<i>Worksheets can be found on Healthy Habits Campaign website</i>		

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:** Fats 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>Heart Smart</b>
<i>Standard Course of Study Objectives and Health Education Essential Standards</i>	Kindergarten: <ul style="list-style-type: none"> <li>• 4.03</li> <li>• K.NPA.1.3,</li> </ul> 1 <sup>st</sup> grade: <ul style="list-style-type: none"> <li>• 4.02, 4.03, 4.04</li> <li>• 1.NPA.1.2, 1.NPA.2.2, 1.NPA.3.1, 1.NPA.3.2</li> </ul> 2 <sup>nd</sup> grade: <ul style="list-style-type: none"> <li>• 4.02, 4.05</li> <li>• 2.NPA.1.3, 2.NPA.3.1</li> </ul>
<i>Time Needed</i>	5-10 minutes
<i>Organization</i>	<i>Organization:</i> <ul style="list-style-type: none"> <li>• Students start standing near their desks</li> </ul>
<i>Teacher Introduction</i>	This is a quick and active activity to get students thinking about how they can keep their hearts healthy.
<i>Rules/Directions</i>	<ul style="list-style-type: none"> <li>• Start by discussing the heart: where it is located (left side of the chest); what size it is (size of a fist); how it functions (it delivers blood to the body); that it is strengthened by doing activities like jumping, jogging, swimming (have students act out the activities as you say them); and that it is weakened by activities like smoking, inactivity, and an unhealthy diet</li> <li>• Explain that in the next activity, you are going to call out activities that strengthen and weaken the heart. Tell students that when they hear a habit that strengthens the heart or is good for the heart, they should respond by jumping. If the habit weakens the heart or is bad for the heart, they should respond by squatting.</li> </ul> Then, start calling out habits/activities: <ul style="list-style-type: none"> <li>• Riding a bike – jump</li> <li>• Eating pepperoni pizza for dinner every night– squat</li> <li>• Walking your dog – jump</li> <li>• Smoking cigarettes – squat</li> <li>• Never going outside to play and watching TV all the time – squat</li> <li>• Dancing with your friends – jump</li> <li>• Drinking non fat or low-fat milk – jump</li> <li>• Never eating fruits/veggies – squat</li> <li>• Drinking soda at dinner every night – squat</li> <li>• Playing PlayStation for 2+ hours every day– squat</li> <li>• Raking leaves – jump</li> <li>• Eating a rainbow of fruits and vegetables every day – jump</li> <li>• Eating fast food – squat</li> <li>• Eating plenty of calcium in low-fat yogurt, milk and cheese – jump</li> <li>• Washing the car by hand – jump</li> <li>• Taking the stairs instead of an elevator or escalator – jump</li> <li>• Snacking on carrots – jump</li> <li>• Swimming – jump</li> <li>• Eating potato chips or Twinkies for snack every day – squat</li> </ul> <p>To debrief the activity, remind students of why it’s important to keep their hearts strong, and ask students what their favorite heart strengthening activities are to do.</p>

<i>Variations</i>	<ul style="list-style-type: none"> <li>• Students may think of their own habits to call out</li> <li>• Make all the habits nutrition-related</li> <li>• Change the movements that are done in response to healthy or unhealthy habits.</li> </ul>
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<b><i>Creative Connections</i></b>	<b><i>Filling Up MyPlate</i></b>
<i>Standard Course of Study Objectives and Health Education Essential Standards</i>	Kindergarten: <ul style="list-style-type: none"> <li>• 4.01, 4.02</li> <li>• K.NPA.1.1</li> </ul> 1 <sup>st</sup> grade: <ul style="list-style-type: none"> <li>• 4.01</li> <li>• 1. NPA.1.1, 1.NPA.1.2, 1.NPA.2.2</li> </ul> 2 <sup>nd</sup> grade: <ul style="list-style-type: none"> <li>• 2.NPA.1.2</li> </ul>
<i>Time Needed</i>	15-20 minutes
<i>Organization/Equipment</i>	Organization: <ul style="list-style-type: none"> <li>• This activity is done individually at first, and then checked in pairs.</li> </ul> Equipment: <ul style="list-style-type: none"> <li>• <i>MyPlate</i> and <i>Smart Snacks worksheets</i> for all students. Also, 1 complete <i>MyPlate</i> graphic as a visual aid. (All can be found on Healthy Habits Campaign website.)</li> <li>• Pens/pencils/crayons</li> </ul>
<i>Teacher Introduction</i>	This activity introduces students to MyPlate and gets them thinking about how they could fill a plate with healthy foods they enjoy.
<i>Rules/Directions</i>	<ul style="list-style-type: none"> <li>• Tell students that this is an activity that will help them learn about the different tasty foods that are part of eating healthy.</li> <li>• Tell students that in a moment they are going to fill in their blank MyPlates with foods that they enjoy from each food group.</li> <li>• Review the MyPlate graphic – ask for a few examples of foods that go in each category (i.e., what are some foods in the grains category?). Also discuss healthy and less healthy options in each category, focusing on added fat (fried chicken vs. grilled chicken, chips vs. whole wheat crackers, ice cream vs. low-fat yogurt) and added sugar (apple pie vs. an apple).</li> <li>• Tell students that they will have 5- 10 minutes to draw and write the name of a favorite healthy food into each of corresponding quadrants of the plate (ie, carrots in the vegetable quadrant), and then they'll share their plates with a partner.</li> <li>• Tell students that if they are unsure if they put any foods in the correct groups/spots, they can discuss this with their partner or bring it up when the whole group comes back together to wrap up.</li> <li>• After students are finished working on their plates and sharing with their partners, ask if there are any questions. Also, ask for some examples of favorite healthy foods in each food group and check for understanding of which foods belong in each food group.</li> </ul>
<i>Variations</i>	<ul style="list-style-type: none"> <li>• For younger students, you can do this sheet on an overhead projector as a large group, or, give students their own worksheets to fill out, but walk the whole class through the exercise verbally.</li> </ul>
<i>Curricular Connections</i>	<ul style="list-style-type: none"> <li>• Ask students to generate adjectives describing the foods they put on their plates.</li> <li>• Create and chart sentences as a class about favorite healthy foods.</li> </ul>
<i>Family Connection</i>	<ul style="list-style-type: none"> <li>• Send the <i>Smart Snacks</i> pamphlet and students' MyPlates home with them, to encourage discussion at home of good nutrition.</li> </ul>