



Foods of the Month
Fun Being Active

February

Avocado Bowling

Gather together:

- Six to eight 8oz. empty water bottles
- Avocado seed (cut avocado in half, remove seed, rinse and dry)

Directions:

- Place bottles in triangle formation
- Let kids take turns rolling the avocado seed to knock down the “pins”



****Use the avocado flesh during a taste test!**

Cut in to small pieces, sprinkle with a bit of salt, or, make a yummy guacamole!**

Source: Utah State University Extension

Be Physically Active Your Way

Directions:

- » Begin by listing several activities like walking, swimming, gardening, jumping, skipping, etc. and ask the students what those things are examples of (physical activity). Explain to the students that physical activity is a very important part of staying healthy. The energy we get from food is used when we are active.
- » Most children and adolescents need 60 minutes of physical activity each day. Ask the students to share their favorite ways to be physically active. Then have them list some ways that families can be active together.

ACTIVITY: MyPlate Relay











You will need:


- ✓ One set of food and activity cards cut out for each relay line
- ✓ One bowl or basket per relay line
- ✓ One MyPlate printout per line

Directions:

- » Print out the number of food and activity card sets you need. (1 per team)
- » Divide the students into even teams (at least 2) and have them line up behind a starting line. Place one basket at the starting line for each team. The cards should be placed in the starting line basket. The MyPlate printout should be placed at the finish line for each team.
- » Students line up single file behind the basket. The first child draws a card and does the activity listed on it (running, walking, skipping, crab walking, etc.) to get to the finish line. He or she then places the card on the corresponding part of the plate (i.e. grilled chicken on purple protein section). The child runs back to the starting line and tags the next player. The team that finishes first and has their cards on the right parts of the plate wins.



	<p>jump carrots</p>		<p>skip whole-wheat bread</p>
	<p>crab walk peaches</p>		<p>gallop milk</p>
	<p>tip-toe grilled chicken</p>		<p>crawl egg</p>
	<p>spin spinach</p>		<p>hop on two feet grapes</p>
	<p>hop on one foot cheese</p>		<p>dance eggplant</p>

	<p>sway</p> <p>squash</p>		<p>roll</p> <p>sunflower seeds</p>
	<p>walk</p> <p>whole-wheat pasta</p>		<p>run</p> <p>watermelon</p>
	<p>walk heel-to-toe</p> <p>peanut butter</p>		<p>walk backwards</p> <p>low-fat yogurt</p>
	<p>take giant steps</p> <p>red pepper</p>		<p>grape-vine walk</p> <p>sweet potato</p>
	<p>duck-walk</p> <p>brown rice</p>		<p>wheelbarrow-walk (with a friend)</p> <p>fish</p>

Glob of Fat Tag

for 3-6

Source: Steve Bruecker, NIH Researcher for Obesity and Type 2 Diabetes, UC Irvine, Escondido, California

Objective

Students will learn specifics about fat and cholesterol while participating in a tag game to stay away from fat.

Materials and Setup:

Soft yellow ball or other tagging object to signify the fat
Connectors (optional)

Introductory Activity:

The teacher presents information on fat and cholesterol:

Cholesterol is a soft, waxy substance found in the blood and in all your body's cells. It's an important part of a healthy body because it's used to form cell membranes and some hormones, and is needed for other functions. But having too much cholesterol can cause problems. If you have too much of it in your blood, it can collect in the blood vessel walls. This narrows the channel where the blood flows, and increases the risk of heart attack and stroke. Your body makes cholesterol and you get it from what you eat. Some foods contain cholesterol, and foods containing saturated fat or trans fat cause your body to make more cholesterol.

Procedure

1. The students choose a partner and form a "glob" by either locking body parts (wrists or elbows) or using equipment (bicycle tube or Tag-a-long straps).
2. One pair of students is given the "glob of fat" (soft yellow ball) and act as taggers to begin the game. On the signal the taggers and fleers move about the space. The taggers "tag" a pair of fleers and then pass the soft yellow ball to the pair of fleers. This pair then becomes the taggers and attempt to tag and pass the soft yellow ball to another group of fleers.
3. The cycle continues for three minutes until the teacher gives the signal to end the round. The partnership holding the "glob of fat" (soft yellow ball) then performs 25 jumping jacks or other designated exercise to burn off the "fat."
4. Play continues for as many rounds as time allows.

Discussion

What is fat? What is cholesterol? What are some common foods that contain fat? Are these foods good for you? Why or why not?

Source: http://www.heart.org/idc/groups/heart-public/@wcm/@fdr/documents/downloadable/ucm_448419.pdf

Jumping Scientist Experiment

for 4-6

Source: Wendy Scholten, Physical Education, Olathe District Schools, Kansas.

Objective

The student will identify physiological changes in response to vigorous physical activity by locating a pulse at two body points — the neck and wrist.

Materials and Setup:

- Jump ropes (lay these out if possible in two rows ahead of time)
- Timer
- Jumping Scientist Worksheet (available on Bonus Materials CD)
- 30-second and 1-minute music clips
- Vests (red and blue or two different colors)

Introductory Activity:

1. Students will jog around the perimeter of the gym for one minute to increase heart rate.
2. After running, students will select another student as a partner and tell that person one difference about his/her body now compared to when they first came to PE today (heart beating faster, sweating, breathing harder, tired). Other partner gives one difference about his/her body now.
3. Students will count their pulse for six seconds and multiply that number by 10 by placing a zero behind the number. This approximates the heart rate for one minute.

Procedure:

1. Divide the students into two groups. One group wears the red vests, the other group the blue vests. The students scatter and begin skipping. The teacher gives the cue: Hand UP/ Pair UP and the students have 15 seconds to find a partner (red vest with a blue vest) and stand back to back. Blue vest person takes pulse at the wrist; red vest person takes pulse at the neck.
2. Review how to take a pulse (remind them NOT to use their thumbs!) Example: a count of 9 with a 0 added is a heart rate of 90 beats per minute (BPM).
3. Ask students to observe what happens to our hearts when we exercise. Start completing Jumping Scientist Worksheet — fill in the first question which deals with changes to the body and heart rate.
4. Students go to rows of jump ropes...red in one row, blue the other. When the music starts, begin the jump rope skill. When the music stops, drop the jump rope and find your pulse. Cues are: heart rate, count, stop and add a zero to get BPM.
5. Continue working through the Jumping Scientist Worksheet.

Source: http://www.heart.org/idc/groups/heart-public/@wcm/@fdr/documents/downloadable/ucm_448419.pdf



Foods of the Month Experiential Activities

PLAY HARD CHARADES GAME (12-15 MINUTES)

This game helps kids think about the many ways to be physically active!

Say to the group of children, *“Now we’re going to play a game. On the back of your card, write the name of something you want to do to play hard every day. This can be something you already know how to do. It can also be something you want to learn, like playing basketball or baseball, doing cool dance moves or even just cleaning your room at home. Don’t share what you wrote with anyone!”*

Demonstrate writing down a favorite activity on the card. Help with spelling and grammar.

“Are you ready to play the game? I’d like a volunteer to come up to the front of the class with me, and – without talking – show us the activity you wrote down. The other students will guess the name of your activity.”

Select a student volunteer and bring them up to the front of the room to silently act out the movement on their card. The other students will try to guess what they are doing until they get it right.

Once the students guess the activity correctly, the class will then act out the activity together for at least 30 seconds.

Repeat with other students as many times as possible. Encourage excitement and participation. Remind them that they are now closer to reaching their goal of doing 1- hour of play every day!

“Those are all fun ways to play hard. We know now that playing hard is one way that will help you grow strong and have lots of energy. Now, who can tell me what you do when you are NOT playing hard at home? How many of you watch TV, play on the computer or play video games? Are they fun? They sure are, but sometimes they will keep us from playing hard at least one hour every day. This means, if we do them too much, we won’t grow up strong. We need to remember that in order to grow strong, we need to watch less television, and play less computer and video games at home. This way, we have more time to play hard. Do you think you can do this? YAY!!”

Source: University of Nevada Cooperative Extension

Bowling for Sugar Smarts

Unlike traditional bowling, children try to knock down pins with healthy "sugar smart" drinks to get points; the first team to collect 50 points wins.

Materials and Preparation:

- Print the Bowling for Sugar Smarts labels on the following pages.
- Collect and clean 10 plastic bottles per team (12-16 ounce size water bottles work well; do not use large square-bottom bottles). Remove label from bottles and replace with the beverage/points label
- Print out label page with beverage names and points - copy 1 set per team
- Cut each label and tape at least 5 healthy options to each team's set of bottles
 - Healthy beverage options: water, low-fat milk, 100% fruit or vegetable juice
 - Sweet beverage options: fruit punch, Kool-Aid, lemonade, soda, sports drinks
- Small balls (such as spongy soft balls or tennis balls) - 2 per team
- Set up bottles as you would set up bowling pins on one side of a large room or corridor
- Use masking tape to define the bowling line

How to Play:

1. Small teams will work together to knock down the pins, and collect points based on the beverage bottle that was tipped over.
2. Each player will bowl 2 balls and add up the points based on the following system:
 - Water = 3 points
 - Low fat milk = 2 points
 - 100% juice = 1 point
 - Flavored milk = 1 point
 - All other beverages = no points
3. The first team to collect 50 points wins.
4. Remind the players that milk and water are smart drink choices. Explain that 100% fruit juice has a lot of nutrients but it does contain natural sugars so it should still be consumed in small amounts. Flavored milk contains the healthy nutrients (like calcium) that regular milk has, but it also contains added sugar.



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Extension Activities

- Collect actual bottles of healthy and sweetened drinks and post the point system on the wall.
- Try to have a range of beverages that are culturally relevant. For example, if you have a large Hispanic/Latino population, include things like tamarind juice, aguas frescas, horchata, etc. Engage children in coming up with specific types of beverages to include.
- Infuse moderate physical activity into the game by instructing the teams to do jumping jacks for the number of points gathered after each turn, or by jogging/hopping/skipping back and forth to collect the balls and re-set the pins.



www.nrpa.org/CommitToHealth

#CommitToHealth

Bottle Labels

Water
3 points

Low Fat Milk
2 points

Chocolate Milk
1 point

100% Orange Juice
1 point

Skim Milk
2 points

Vegetable Juice
1 point

Bottle Labels

**Lemonade
0 points**

**Fruit Punch
"Juice" Box
0 points**

**Orange Soda
0 points**

**Cola
0 points**

**Sweet Iced Tea
0 points**

Source: <http://foodandfun.org/?p=learn/staff/activities&subject=Bowling+for+Sugar+Smarts&unit=Unit+3%3A+Be+Sugar+Smart>



Foods of the Month Fun Being Active

Sugar Song

Sing to the tune of "If You're Happy and You Know It"

Sugar Song

We don't need added sugar, clap your hands!

Clap, Clap

We don't need added sugar, stomp your feet!

Stomp, Stomp

We'll drink lots of water, and we'll eat more fruits and veggies!

And we'll dance and be as healthy as can be!

Dance, Dance

Other lyrics:

Jump for joy

Touch your toes

Turn around

Touch your knees

Touch the sky



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