

F.I.T. CHOICES: HEALTHY HABITS

Essential Questions addressed in the HEALTHY HABITS Afterschool Unit:

1. What do the different sections mean on *My Plate*?
2. How do I know which foods belong to the different food groups?
3. Which foods are proteins or grains?
4. How do I prepare a healthy and balanced lunch?
5. How does my body turn a cookie into energy?
6. Does exercise help my heart?
7. How do muscles make my arms and legs move?
8. What do you think happens if you don't get enough sleep?
9. What routines do you think are important before bed?
10. What kinds of things do you play?

Recommended Booklist:

- The Food Parade: Healthy Eating with the Nutritious Food Groups* by Elicia Castaldi
- The Little Red Hen (Makes a Pizza)* by Philemon Sturges
- The Quickest Kid in Clarksville* by Pat Zietlow Miller
- What Happens to a Hamburger?* by Paul Showers
- Interrupting Chicken* by David Ezra Stein
- Poem "Jimmy Jet and His TV Set" from *Where The Sidewalk Ends* by Shel Silverstein
- The Adventures of Beekle: The Unimaginary Friend* by Dan Santat
- Sidewalk Flowers* by JonArno Lawson

Supplemental Booklist:

- How Did That Get in My Lunchbox? The Story of Food* by Chris Butterworth
- Gazpacho for Nacho* by Tracey Kyle
- I Will Never Not Ever Eat a Tomato* by Lauren Child
- The Heart: Our Circulatory System* by Steven Simon
- Bones* by Steven Jenkins
- A Drop of Blood* by Paul Showers
- Hear Your Heart* by Paul Showers
- Where the Wild Things Are* by Maurice Sendak
- Time to Sleep* by Steve Jenkins and Robin Page

F.IT. CHOICES: HEALTHY HABITS

Week 1

Lesson:

My Plate: Introduction to the Food Groups

Book: *The Food Parade: Healthy Eating with the Nutritious Food Groups* by Elicia Castaldi

Catalyst Questions:

What do the different sections mean on *My Plate*?

How do I know which foods belong to the different food groups?

Which foods are proteins or grains?

Notes:

The bags will need to be prepared ahead of time with the food group labels. You will need 5 paper bags.

Make several copies (4-5) of the *Sample Foods to Sort* on various colored paper and keep the copies separate. You will need to cut them ahead of time. Each team should have a full list of *Foods* to sort on their “team color” during the activity.

Make enough copies of the blank *MyPlate* worksheet for each student.

Make copies of *Choose MyPlate* for children to bring home to their parents!
<https://www.choosemyplate.gov/ten-tips>

Week 2

Lesson:

Design a Balanced Lunchbox

Book: *The Little Red Hen (Makes a Pizza)* by Philemon Sturges

Catalyst Question:

How do I prepare a healthy and balanced lunch?

Notes:

The lesson plan includes both a rough draft and final draft option. You may opt to skip the final draft pending time constraints. Students who complete the menus early can decorate them.

Make enough copies of the Notes page, Rough Draft, and Final Menu template for each student.

Make copies of *Build a Healthy Meal* for children to bring home to their parents!
<https://www.choosemyplate.gov/ten-tips>



<p><u>Week 3</u> Lesson: Let's Stay Active!</p> <p>Book: <i>The Quickest Kid in Clarksville</i> by Pat Zietlow Miller</p> <p>Catalyst Question: Does exercise help my heart?</p>	<p>Notes: Use the F.I.T. Flier <i>Let's Stay Active!</i> from teachfitclub.org for the student calendars. Students should bring their calendars home to show their parents.</p> <p>Preview the websites prior to the lesson in order to teach about the different types of exercise (aerobic, strength, balance/flexibility).</p> <p>Make copies of <i>Be An Active Family</i> for children to bring home to their parents! https://www.choosemyplate.gov/ten-tips</p>
<p><u>Week 4</u> Lesson: Plotting Heart Rates</p> <p>Book: <i>What Happens to a Hamburger?</i> by Paul Showers</p> <p>Catalyst Question: How does my body turn a cookie into energy? How do muscles make my arms and legs move?</p>	<p>Notes: For the <i>Mindfulness Eating</i> activity- <u>follow the school/program food and allergy policy</u> prior to bringing food (raisins or Hershey Kisses) into the classroom.</p> <p>Make copies of the Plotting Heart Rates graph for each student.</p>



<p><u>Week 5</u> Lesson: The Power of Play: Jimmy Jet versus Beekle</p> <p>Book: Copies of the poem “Jimmy Jet and His TV Set” by Shel Silverstein from <i>Where The Sidewalk Ends</i></p> <p><i>The Adventures of Beekle: The Unimaginary Friend</i> by Dan Santat</p> <p>Catalyst Question: What kinds of things do you play?</p>	<p>Notes: Various recipes to make Glitter Jars can be found online with basic ingredients including: water bottles with wide openings, clear glue or liquid soap, glitter, food coloring, Also consider use of tablecloths, funnels for the glitter, and a glue gun (for adult use only) to seal the lids and keep parents happy! One of the instructors should seal the lids with the glue gun while the students transition to the next activity.</p> <p>Alternatively, if unable to make glitter jars then make sure to include 15 minutes of physical activity.</p> <p>You may opt to skip the journal entries pending time constraints. In place of journal entries, have students pair/share their ideas or discuss them as a class.</p>
<p><u>Week 6</u> Lesson: Sleepytime: Goodnight Chicken!</p> <p>Book: <i>Time to Sleep</i> by Steve Jenkins and Robin Page <i>Interrupting Chicken</i> by David Ezra Stein</p> <p>Catalyst Question: What do you think happens if you don't get enough sleep?</p> <p>What routines do you think are important before bed?</p>	<p>Notes: You may opt to skip the journal entries pending time constraints. In place of journal entries, have students pair/share their ideas or discuss them as a class.</p> <p>Make copies of <i>Why I Can't Skip My Twenty Minutes of Reading Tonight? Let's figure it out mathematically?</i> (Google the title for numerous options).</p>



Notes:

Large empty rectangular box for taking notes.