



Supplemental Nutrition Lessons 2012-2013
CATCH Kids-Club



Taking a Pulse - Summer Beck summerb@health.ok.gov

We spend so much time talking about moderate to vigorous activity, but unfortunately, we have to educate children these days to “play hard.” We try to tell them they get physical activity walking their dog, riding their bike, or playing outside, but from what I’ve witnessed, the intensity at which children tend to do these activities is not sufficient to keep them healthy. So, I like to discuss MVPA and its relation to pulse rate. We learn how to find our pulse on our wrist (radial), take a pseudo-resting heart rate, then do various degrees of p/a (ex: walking, jogging, running...) and after each activity take a pulse to see the difference at each level of intensity. You have to do it for most of the little ones, or they can just put their hands over their hearts to feel it beat fast(er). The older ones can be taught to find target heart rate zone to monitor physical activity intensity!

<http://www.americanheart.org/presenter.jhtml?identifier=2795>
<http://kidshealth.org/kid/htbw/heart.html#>

Using Art - Summer Beck summerb@health.ok.gov

Younger children can draw items instead of writing them out. This can be done for food items, physical activities, etc. Coloring and activity sheets available at:

<http://www.pbhfoundation.org/educators/teachers/activities/>

More activities:

http://www.fruitsandveggiesmorematters.org/?page_id=6

<http://www.foodchamps.org/>

Nutrition Pictionary - Summer Beck summerb@health.ok.gov

The names of fruits and veggies beginning with each letter of the alphabet can be written on cards and put into a container from which children can draw. One child will pick a card (ex: A = apple, L = lemon, etc.) and they will draw in a Pictionary style for the others who will raise their hand to guess the fruit/veggie being drawn. If he/she is correct, they are the next child to draw. Pre-write the letter on the board and as the students figure out the drawing, write the corresponding fruit/veggie next to the correct letter so that children are able to see the available variety from which to choose!

5 Food Groups - Summer Beck summerb@health.ok.gov

Using photos of food items, which can be found at

<http://office.microsoft.com/en-us/clipart/FX101321031033.aspx?pid=CL100570201033>, have kids put meals together which incorporate all five food groups, focusing on fruits/veggies.

Food Relay Race - Summer Beck summerb@health.ok.gov and Anna Duran annad@health.ok.gov

Place food pictures at the far end of the play area (two sets). Ask a question about a food card, and one child from each team races to pick up the food card that represents the correct answer. Questions can cover the food groups, colors of the food item, etc. Try using different loco motor movements with each leg of the relay.

Another option is to lay a heading for each food group on the floor at the opposite end of the play area (buckets or boxes may be used also). Have each leg of the relay place their food card on the correct food group heading. You can also use different loco motor movements for each person.

If you want to eliminate the competitive factor, keep the children in one large group and have one person at a time answer the question with a food card or place the food card on the correct food group heading.

For either activity, have all the children waiting for their turn to do the loco motor movement in place to maintain physical activity in all the children. Review and discuss the answers and the end of either method.

Milk - Summer Beck summerb@health.ok.gov

Bring in fat tubes showing the amount of fat in 8 oz. of whole milk vs. 8 oz. of skim. It is helpful to bring in empty cartons of milk to show that red label is whole, dark blue label 2%, light blue label 1%, pink label skim... I know it depends on brands, but it's good for them to see the different colors and identify where on the label they can determine what type of milk it is.

<http://www.nichd.nih.gov/milk/milk.cfm>

Can I take your order? - Summer Beck summerb@health.ok.gov

Collect actual menus from fast food restaurants so that the children can see examples of what menu items are available at restaurants they may visit. With a partner or in a small group take turns ordering healthy meals from the menus. For example, instead of a burger, fry, shake combo, the children may pick a grilled chicken sandwich, side salad, and milk. Instead of a banana split, they may choose a child-size frozen yogurt cake cone. You can also bring in paper money and have the kids pay for their healthy meals (another opportunity to teach life-skills).

Fiber - Summer Beck summerb@health.ok.gov

Bring in packages of foods high in fiber, as well as a low-fiber counterpart, so that we can compare grams of fiber using food labels—100% whole wheat bread vs. white bread, regular spaghetti vs. wheat/wheat-blend spaghetti, whole wheat crackers vs. saltines, various cereal boxes, etc. Just seeing the actual foods is beneficial for the children and helps them identify high fiber foods on their own. For info on whole grains:

http://www.bellinstitute.com/bihn/topic/section_index.aspx?cat_1=19&cat_2=4595&SelectCatID=4595&CatID=4595

<http://www.wheatfoods.org/FlashForKids/index.html>

Cereal Nutrition Labels - Summer Beck summerb@health.ok.gov

If you do not have access to actual cereal boxes, you can go to various manufacturers (ex: <http://www.generalmills.com/corporate/brands/index.aspx>) and print pictures of cereal boxes and nutritional labels.

Commercials - Summer Beck summerb@health.ok.gov

Consider making up teams to develop commercials to market a healthy food item. Record the commercials and play them back—kids love to see themselves on video!

Menus - Summer Beck summerb@health.ok.gov

For younger kids (K-2) create menus as a group. Put the recommended number of servings on the board and then as a group mark off a serving of each group as we add a food in that food group to our menu.

<http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation/ucm078889.htm>

Food Baskets - Jolena Graves jolenag@health.ok.gov

Present food baskets with plastic food to the students and have them pick the "go" foods to make a nutritional meal. The students would then take their meal to one of the older kids for approval. The older students would either send them back to make better choices or approve the meal as healthy.

Rhymes - Jolena Graves jolenag@health.ok.gov

Have students make up rhymes for fruits & veggies and present to the group for the others to guess what the rhymes refers to.

Hell's Kitchen – Renetta Harrison, MHR, ACSM renettah@health.ok.gov

Items needed:

- 5 fruits/veggies kids like
- Fruits/veggies kids want to try
- 2 blindfolds
- Toothpicks (for using with tasting game)
- Napkins, saucers/bowls, water or drinks
- Prizes

To prepare, the week before we have the activity I ask the kids to tell me their favorite fruits and veggies AND some they have NEVER tried but would like to try. Then I shop for a few of each of those and on the last Lesson this is what we do with them:

I take 5 of their favorite fruits/veggies and cut or mash or cut them up (prepared or raw) and put them each in a separate piece of foil – so they cannot see them. I split the class up into two teams One person from each team takes a turn getting blindfolded and tasting a food item and then they write down what they think it is or whisper to me. Each team gets one point for each correct food item (if a tie, you'll need to think of a tie breaker- what color grape, apple?).

The winning team gets a prize (stickers, donated items, etc. whatever you can scrounge up). Then they all get to taste the variety of fruits/veggies they had never tried. You might want to have pictures and names of each item and a list of them for each student so they can mark the ones they like and take it home for their parents. Your afterschool program can sometimes help you the prizes and with the food purchases or a farmers market might assist you.