

## NUTRITION ACTIVITY #1

**TITLE:** GO, SLOW, WHOA! Foods

**\*NOTE:** This exercise should be performed first before any of the other exercises.

**OBJECTIVE:** This exercise teaches children how to distinguish between GO foods, SLOW foods, and WHOA foods.

### INTRODUCTION TO KIDS:

“Foods are divided into three groups: GO foods, SLOW foods and WHOA foods. But how do we decide which group a food belongs to? A GO food is very healthy for you and can be eaten every day. It has nutrients in it which are good for you. An example of this would be an apple or carrots. A WHOA food is a food that is not as healthy for you, but can be a special treat, *eaten once in a while*, like birthday cake or a candy bar.”

“A SLOW food is in between a GO food and a WHOA food. It’s a food that is good to eat, maybe even every day, but in smaller quantities, like graham crackers or a bagel and cream cheese.”

“How do we know if a food is GO, SLOW, or WHOA? GO foods usually contain the smallest amounts of unhealthy kinds of fats and sugars. WHOA foods usually contain the largest amounts. And SLOW foods are usually in between.”

“Healthy fats are liquid at room temperature and come from plant sources, like peanut butter. Unhealthy fats are solid at room temperature and most of them come from animal sources, like cheese and hamburgers. Healthy sugar comes from fruit and 100% fruit juice. Unhealthy sugar comes from soda and candy.”

“There are no bad foods, and all foods can fit into a healthy diet. But a healthy diet is made up of more GO foods than SLOW foods, and more SLOW foods than WHOA foods!”

### BASIC ACTIVITY:

1. Demonstrate the body movements for GO, SLOW and WHOA.  
GO: stand up and wave arms in the air  
SLOW: squat down with hands on hips  
WHOA: sit on the ground and put hands out in a stop position
2. Call out different foods and let the children identify them as GO, SLOW, or WHOA with their body movements.
3. Discuss with the children why each particular food is GO, SLOW, or WHOA.

### ADDITIONAL ACTIVITIES:

1. Stand in a circle with the kids and, one by one, have them call out a food for the other children identify with their body movements as GO, SLOW, or WHOA.
2. Change the body movements to jumping jacks, running in place, push-ups—anything to get the kids moving.
3. Cut out pictures of foods from a grocery store flyer or magazine and let the kids identify them as GO, SLOW, or WHOA.

## **ADDITIONAL INFORMATION:**

The purpose of the GO, SLOW, WHOA food activity is to teach children the concepts of healthy food choices, balance and moderation. Since they are not always in control of the foods offered to them, the key is to equip them with the tools to make the best choices with what is available.

Sometimes, a food can belong to more than one group according to the manner in which it is prepared or processed. Baked chicken is a GO food, but fried chicken is a WHOA food. Low-fat milk products are GO Foods, whereas whole milk products are WHOA foods.

It is important to note that eating large quantities of foods—even GO foods—can be unhealthy. The CATCH program emphasizes that while all types of foods can be consumed, moderation is essential. Also, children should be encouraged to eat more GO than SLOW foods, and more SLOW foods than WHOA foods.

Examples of GO Foods: fresh, raw fruit, fresh, raw vegetables, whole wheat bread, corn tortillas, black beans, low-fat yogurt, brown rice, quinoa (keen-wah), skim milk products, low-fat string cheese, oatmeal, hard-boiled eggs, baked fish, tuna fish, baked chicken, tofu.

Examples of SLOW Foods: graham crackers, juice, bagels, pretzels, white bread, white rice, waffles, pancakes, refried beans, peanuts, scrambled eggs, breaded chicken, ketchup, jelly, veggie burger.

Examples of WHOA Foods: milkshakes, fried rice, French fries, fast food, fried eggs, fried fish sticks, fried chicken, candy bars, cakes, pies, cookies, whole milk products, sour cream, ice cream, canned fruits, biscuits, doughnuts, muffins, bacon, hot dogs, salami, pepperoni, soda drinks, energy drinks, syrup, mayonnaise, sports drinks.

## NUTRITION ACTIVITY #2

**TITLE:** Keeping Your Body in Energy Balance!

**OBJECTIVE:** This exercise teaches children how to relate the concept of energy balance to their food consumption and physical activity levels.

### INTRODUCTION TO KIDS:

“What does your body need so it can grow, move, and do all the other things it does? It needs food! Raise your hand if you’ve heard the word ‘calories’ before. Food contains energy, or *calories*, and your body uses those calories to grow, move and do everything else you do!”

“Different foods have different amounts of calories. For instance, an apple has about 60 calories. An apple is a GO food. Most GO foods have fewer calories than SLOW foods and WHOA foods. That’s because GO foods have less sugar and fat in them than SLOW foods and WHOA foods, and sugar and fat have lots of calories.”

“When you exercise, your body uses the calories from the food you ate for energy. So every day, you want to exercise enough to use up the food energy that you ate. When you do, then your body is in energy balance!”

“Now, what do you think happens when you eat fewer calories than your body uses? Your body gets out of energy balance and you might lose too much weight. And what do you think happens when you eat more calories than your body uses? Your body gets out of energy balance and you might gain too much weight.”

### BASIC ACTIVITY:

1. Tell the kids that they’re going to play a game about energy balance. Demonstrate the exercises they’ll do during the game: knee lifts, arm circles, toe touches, jumping jacks, and invisible jump-rope.
2. For each GO food, they’ll do 5 of one of the exercises; for each SLOW food, they’ll do 10 of one of the exercises; and for each WHOA food, they’ll do 15 of one of the exercises.
3. Name a GO food—the kids will do 5 knee lifts. Name a SLOW food—the kids will do 10 arm circles. Name a WHOA food—the kids will do 15 toe touches.
4. Discuss the pattern with the kids: when you eat a lot of WHOA foods, you have to do more exercise for your body to use up the calories in them and stay in energy balance. But if you eat GO foods more than SLOW foods, and SLOW foods more than WHOA foods, and if you do GO activities every day, then your body will stay in energy balance and you’ll have lots of energy to do all the things you want to do!

### ADDITIONAL ACTIVITIES:

1. Have the kids take turns calling out foods that are GO, SLOW, or WHOA.
2. Discuss with the kids why each particular food is a GO food, a SLOW food, or a WHOA food. Ask their opinions about any foods that are difficult to classify.

## **ADDITIONAL INFORMATION:**

Energy balance means taking in the same number of calories as your body uses. If you take in fewer calories than your body uses, you may lose weight. But if you take in more calories than your body uses, those leftover calories get stored as fat on your body, and over time you may gain too much weight.

Grade school-aged kids need about 1,500-2,000 calories per day. To help them stay in energy balance, kids should be physically active every day and eat more GO foods than SLOW foods, and more SLOW foods than WHOA foods.

Combination foods such as sandwiches or pizza may be difficult to classify as GO, SLOW or WHOA, since each ingredient may be either GO, SLOW or WHOA depending on its nutrient content. When determining whether a combination food is GO, SLOW, or WHOA, try looking at the individual ingredients and decide whether the majority of the ingredients fall into the GO, SLOW, or WHOA categories

## NUTRITION ACTIVITY #3

**TITLE:** WHOA! Slow Down With Fast Food!

**OBJECTIVE:** This exercise teaches children about the high fat content of many fast food options and helps them to develop strategies for making healthier fast food choices.

### INTRODUCTION TO KIDS:

“Raise your hand if you like to eat at fast food restaurants. Now think about the foods you can order at these restaurants. Cheeseburgers, French fries, milkshakes. Are these foods GO foods or WHOA foods?” (*WHOA foods*) “Fast Food restaurants have a lot of WHOA foods.”

“But what makes them WHOA foods? Remember when we talked about healthy fats versus unhealthy fats? Fats from plants are the healthiest fats, and fats from animals are not as healthy. Fast food usually has a lot of fats from animals. Unhealthy fats are also in foods that are fried, like fried chicken nuggets or tortilla chips. That’s because those foods are fried in oil, which adds a lot of fat to them. Fried foods are WHOA foods. Grilled or baked foods have less fat because they aren’t fried in oil.”

### BASIC ACTIVITY:

1. Tape two large pieces of butcher paper on the wall. Label one “GO Fast Foods” and the other “WHOA Fast Foods”.
2. Ask the kids to name a food they might get at a fast food restaurant. Then ask them if it is a GO food or a WHOA food. Discuss.
3. Once decided, ask them to draw the food on the appropriate butcher paper. Tell them to draw GO foods as large on the paper, because we want to eat more GO foods. And tell them to draw WHOA foods as small on the paper, because we want to eat fewer WHOA foods.
4. If the food they name is a WHOA food, ask them what might be a GO food they could get instead of that WHOA food, and then have them draw it.
5. Put new pieces of butcher paper on the ground. Create two teams, or more for larger groups. One team will draw all GO fast foods and the other team will draw all WHOA fast foods. Give them ten minutes to draw as many foods as they can think of, and then discuss the results after the race.

#### **GO Fast Foods**

Low-fat milk  
Grilled chicken sandwich  
Grilled Hamburger  
Veggie pizza  
Scrambled eggs  
Fruit & Nuts  
Salad with veggies and olive oil dressing  
Taco salad with beans, lettuce and guacamole  
Rice and beans

#### **WHOA Fast Foods**

Milkshake  
Fried chicken nuggets  
Cheeseburger  
Pepperoni pizza  
Egg sandwich with sausage  
French Fries  
Salad with bacon and ranch dressing  
Beef tacos with cheese & sour cream  
Fried tortilla chips

### ADDITIONAL ACTIVITIES:

1. Give the kids two paper plates and have them draw a “WHOA” fast food meal of all WHOA foods, and a “GO” fast food meal of all GO foods.

## ADDITIONAL INFORMATION:

Fat is an important macronutrient in our diets. However, fats are calorie-dense, and a high fat intake contributes to excess consumption of calories, leading to overweight and obesity. High consumption of dietary fat is also a major contributor to heart disease by raising total cholesterol and LDL cholesterol (“bad cholesterol”) levels in the blood. The types of dietary fat include saturated fat, unsaturated fat and trans fat.

**Saturated fats** are found primarily in animal products and are concentrated in the fat that surrounds meat, and in the white streaks of fat, known as marbling, in the muscle. Foods that contain the highest amount of saturated fat include beef and pork. Poultry and fish also contain saturated fat, but in lesser amounts. Butter, lard, cheese, whole milk, and ice cream also contain significant amounts of saturated fat. Most sources of saturated fat are solid at room temperature.

**Unsaturated fats** are considered to be healthy fats. They are found in plant-based forms of fat, such as nuts, seeds, avocados, soybeans and olives. Fatty fish such as salmon, mackerel and herring contain omega-3 fatty acids, which is form of unsaturated fat. Unsaturated fats are usually liquid at room temperature.

**Trans fats** are fats that have been modified in order to increase their shelf-life. This process of adding hydrogen to vegetable oil to make a more solid fat, such as shortening or margarine, creates a fat called hydrogenated or partially-hydrogenated fat. Trans fat consumption raises LDL cholesterol and at the same time decreases HDL cholesterol (“good cholesterol”), which increases the risk of heart disease. Small amounts of trans fat exist naturally in some meat and dairy products, but the trans fat in processed foods is the most harmful. Foods that contain trans fat include processed foods such as packaged donuts, cakes, cookies, chips and crackers.

Eating behaviors and patterns tend to be established during childhood. It’s important to teach healthy eating behaviors at a young age. Teaching children to consume diets low in saturated fat and trans fat and replacing them with unsaturated fats may reduce their risk of chronic diseases later in life.

## NUTRITION ACTIVITY #4

**TITLE:** Super Bones!

**OBJECTIVE:** This exercise demonstrates the importance of dietary calcium and weight-bearing activities for building strong bones, and also teaches children how identify the healthiest calcium-rich foods.

### INTRODUCTION TO KIDS:

“Everybody squeeze your arms. Now squeeze your legs. What’s under your skin?” (*Bones*) “And how do bones feel?” (*Hard*) “You need your bones to be hard and strong in order to move and play and do all the things you want to do!”

“Who has heard about calcium before? In order for your bones to be strong, you need to eat a lot of calcium. But that’s easy to do if you know what kinds of foods have a lot of calcium in them. One food with lots of calcium comes from cows. Can you guess what it is?” (*Milk*) “Milk has lots of calcium.”

“But what if you don’t like milk, or it makes your stomach hurt? Calcium isn’t just in milk. You can get it from other calcium-rich foods, like green leafy vegetables, such as spinach and broccoli. Also, many foods are calcium-*fortified*. Fortified means calcium is added to the food to make it healthier for you. You can eat calcium-fortified orange juice, soymilk or breakfast cereal and get lots of calcium that way, too.”

“Certain calcium-rich foods are GO foods, and others are WHOA foods. Low-fat plain milk is a GO food, but whole chocolate milk is a WHOA food. So to get your calcium, it’s better to drink low-fat plain milk than whole chocolate milk!”

“Also, to have strong bones, you need to do a lot of weight-bearing activities. That means you need to do exercises that put weight on your bones, like jumping, skipping, or running. When you do activities that put weight on your bones, your bones become stronger. So it’s better for your bones to do jumping jacks than to sit on the couch watching TV!”

### BASIC ACTIVITY:

1. Line up the kids standing side by side at the back of the room.
2. Say one of the scenarios from the list below, and then have the kids perform the exercise associated with it.
3. After each statement, explain to the kids why they either had to move forward or backward. Forward movements are for healthy calcium-rich food choices and weight-bearing activities, and backward movements are for unhealthy calcium-rich food choices and sedentary activities.

### SCENARIOS:

- You drank a big glass of chocolate milk instead of low-fat plain milk. **Hop backward 3 times.**
- Milk doesn’t make your stomach feel good, so you drink calcium-fortified orange juice instead. **Skip forward 4 times.**
- You got home from school and were starving. You ate string-cheese instead of a candy bar. **Jump forward 5 times.**
- You came home from school and your friends wanted to play soccer outside, but you decided to play video games instead. **Jog backward 4 steps.**
- You went out to eat with your parents and ordered a side of broccoli instead of French fries. **Take 6 giant steps forward.**
- For breakfast, you ate a donut instead of calcium-fortified cereal with low-fat milk. **Hop backward 4 times.**
- You ate yogurt for an afternoon snack instead of cookies. **Skip forward 6 times.**
- You did jumping jacks while watching cartoons on Saturday morning. **Lunge forward 3 times.**

### ADDITIONAL ACTIVITIES:



1. Create your own scenarios. Include different exercises that your kids like to do.
2. Have one of the kids lead the class in the exercise by naming a healthy calcium-rich food or weight-bearing activity and coming up with a scenario around it.

**ADDITIONAL INFORMATION:**

To have healthy bones, one needs to both consume calcium-rich foods and to perform weight-bearing activities. Our bones are constantly being broken down and rebuilt, and weight-bearing activities help this remodeling process by building stronger bones. Weight-bearing activities that are high-impact, such as jumping or running, increase bone mass more than low-impact exercises, such as swimming, because they create more stress on the bones, causing them to grow stronger. A sedentary lifestyle is a major risk factor for osteoporosis.

Calcium is a mineral needed by the body for healthy bones and teeth. The body cannot produce calcium, therefore it must be absorbed through food. Good sources of dietary calcium include dairy products, dark green leafy vegetables like spinach, kale, turnips, and collard greens, broccoli, soybeans, calcium-fortified foods such as calcium-fortified breakfast cereal, orange juice, bread and soymilk, and nuts and seeds, specifically almonds and sesame seeds.

Milk is a nutritious beverage that supplies protein, calcium, and vitamin D, all of which are necessary for the growth of strong bones and teeth. But flavored milks, milkshakes, floats, and ice cream drinks should be limited. These drinks have added fat and sugar, leading to the intake of excess calories and weight gain. Fat-free or low-fat milk and milk products should be chosen instead. Young children up to 8 years old should drink two cups of milk per day. Older children and adults should drink three cups per day.

Some people are allergic to casein, which is a protein in milk. This type of allergy is less common than lactose intolerance. For children who are allergic to milk, or who are lactose intolerant, fortified soymilk provides equivalent amounts of protein, calcium, and vitamin D. Other foods such as orange juice and cereal may also be fortified with calcium and vitamin D.

## NUTRITION ACTIVITY #5

**TITLE:** Choosing GO Beverages!

**OBJECTIVE:** This exercise will encourage children to make healthy beverage choices.

### INTRODUCTION TO KIDS:

“Just like foods, drinks can put your body in or out of energy balance. They can also provide your body with nutrients to help it work at 100%! There is one drink in particular that helps your body function better than any other. Does anyone know what that is?” (*Water!*) “Your body contains 80% water so it is very important that you drink plenty of water throughout the day. Do you think water is a GO, SLOW or WHOA beverage? Water is always a GO beverage.”

“Juice can be a delicious healthy drink and contain important nutrients, but it is considered a SLOW beverage because it can contain a lot of sugar. It is very important to only drink juices that are made from 100% fruit juice with no added sugar. Some fruit drinks are WHOA drinks because they have only a little fruit juice or none at all and lots of added sugar.” (*Have the children name some WHOA drinks: Kool Aid, Capri Sun, Gatorade, etc.*)

“Another very important WHOA beverage is soda. What are some examples of soda drinks? These WHOA drinks have a lot of sugar but no nutrients to help your body grow. Having too much soda can quickly take your body out of energy balance, so it is very important to only have soda drinks once in a while.”

“And does anyone know what drinks high in sugar can do to your teeth?” (*Cavities*) “That’s right! They can cause little holes in your teeth called cavities.”

### BASIC ACTIVITY:

1. A few days prior to the exercise, ask the children to bring in any empty, clean beverage containers from home. Encourage this by providing a reward or incentive. If you can, bring some in as well so that there are more choices. If possible, provide each group with water as an option.
2. Once collected, separate the children into groups and assign them 4 or 5 beverage choices of different range. Instruct them to look at the nutrition labels and put the beverages in order from the most healthy to the least healthy, based on the number of calories, amount of sugars and whether the beverage provides vitamins and minerals. Show them where sugar, calories and vitamins and minerals are located on the nutrition label.
3. Give each group a chance to explain why they made their choices. If they are out of order, put them in correct order and explain why. Emphasize that water is the best beverage choice.

### ADDITIONAL ACTIVITIES:

1. Play the GO, SLOW, WHOA game with beverages. Be sure to mention name brands that are popular with your children. Challenge the children over the next week to swap out a WHOA beverage with a GO beverage, and especially promote water as a GO beverage. Each day ask the students if they were successful in swapping out their WHOA beverages and let them discuss their thoughts.
2. Give the children a water challenge over a given amount of time. Provide each child with a small tally card to mark each day when they drink a glass of water. Create a reward for incentive.

## **ADDITIONAL INFORMATION**

Children may argue that diet soft drinks are acceptable since they contain no calories. While it is true that diet soft drinks don't contain calories, it's also true that they don't provide ANY nutrients. Also, they contain artificial sweeteners, which nutrition and health experts recommend being consumed in limited amounts by children and adolescents. Some diet soft drinks contain caffeine, which nutrition and health experts say shouldn't be consumed by children and adolescents. And some studies have shown that the artificial sweeteners found in diet drinks are associated with an increased risk of diabetes.

Children may also argue that sports drinks are a healthy choice. Sports drinks can indeed be beneficial, but only in certain situations, such as after heavy exercise for more than an hour, or running a marathon. If you consume a sports drink after a short or less intense period of physical activity, the high levels of sugar, salt and potassium it contains do more harm than good.

## NUTRITION ACTIVITY #6

**TITLE:** Start Your Day With a GO Breakfast!

**OBJECTIVE:** This exercise teaches children about the importance of eating breakfast, and also how to read a nutrition label for sugar and fiber content.

### INTRODUCTION TO KIDS:

“Does anyone know what the most important meal of the day is?” (*Breakfast*). “Raise your hand if you sometimes eat cereal for breakfast. What is your favorite cereal? Cereal can be a GO breakfast food but, there are a lot of WHOA cereals out there, and even though they taste really good, it’s important to only have them once in a while. GO cereals are cereals that have lots of fiber and not a lot of added sugar, and WHOA cereals have too much added sugar.”

“The parts of your body where your food passes through are called your digestive tract. Fiber cleans your digestive tract, kind of like a scouring pad cleans pots and pans. Fiber is found **ONLY** in plant food, **NEVER** in foods that come from animals. So, does wheat-whole toast contain fiber?” (Yes) “Bacon?” (No) “Milk?” (No) “Beans?” (Yes) “Apples?” (Yes)

“GO cereals have at least 3 grams of fiber in a serving. You can find out how many grams of fiber a cereal has by looking at the nutrition label.” (*If you have a nutrition label, demonstrate how to read fiber and sugar on the label.*) “Another way to tell if a cereal is high in fiber is to look for the words *whole-grain* or *whole-wheat* on the box or listed in the ingredients.”

“So, next time you go to the grocery with your parents, how many of you will know how to pick out a GO cereal? And what does a GO cereal have?” (*High fiber, low sugar.*) “And how many grams of fiber does a GO cereal have?” (*3 grams.*)

### BASIC ACTIVITY:

1. A few days prior, ask children to bring empty cereal boxes from home. Encourage this by providing a reward or incentive. If you have any, bring them as well so there are more choices.
2. Once collected, separate children into groups and give them several different cereal choices of different range. Instruct them to look at the nutrition labels and put the cereals in order from the healthiest to the least healthy, based on the amount of fiber and sugar on the nutrition label. Remind them that the healthiest cereals have more fiber and less sugar.
3. Give each group a chance to explain why they made their choices. If they are out of order, put them in correct order and explain why.
4. If possible, flatten and save cereal boxes for future lessons or to share with other instructors.

### ADDITIONAL ACTIVITIES:

1. Play the GO, SLOW, WHOA game with breakfast foods:

**GO Breakfast Foods:** fresh fruit, fresh vegetables, high fiber/low sugar cereals, bread and bagels made with whole grain, scrambled eggs whites, turkey bacon, oatmeal, omelets with vegetables, fruit smoothies, low-fat milk, corn or whole-wheat tortilla with beans, turkey or chicken sausage, low-fat yogurt, shredded wheat cereal

**SLOW Breakfast Foods:** juice, scrambled eggs, jelly, jam, bagel with cream cheese

**WHOA Breakfast Foods:** low fiber/high sugar cereals, fried eggs, muffins, pancakes, doughnuts, regular bacon and sausage, biscuits, cinnamon rolls, French toast, hash browns, canned fruits

## **ADDITIONAL INFORMATION:**

Fiber rich foods will tend to look more like they originally did when they were growing in the ground or on a tree or plant. Generally, the more processed a food becomes, the less fiber it contains. A whole apple contains more fiber than applesauce, and applesauce contains more fiber than apple juice. For this same reason, cereals made with whole-grains will be higher in fiber than cereal made with refined grains.

Children who eat a high fiber diet will significantly decrease their chance of disease later on in life. The following are the recommended fiber intakes of the Dietary Reference Intakes (DRI's) for fiber in school age children.

- Children 4-8 years: 25g daily
- Males 9-13 years: 31g daily
- Females 9-13 years: 25g daily

## NUTRITION ACTIVITY #7

**TITLE:** Less Screen-Time, More Move-Time!

**OBJECTIVE:** This exercise introduces children to the concept of screen-time and identifies alternatives to screen-time activities.

### INTRODUCTION TO KIDS:

“What is screen-time? Screen-time is the total amount of time someone spends in front of any kind of screen doing things. Can anyone give an example of this?” (*television, computer, iPad, video games, etc.*) “It is okay to have some screen-time. It can help us learn, let us communicate with people, or just be entertained. But doctors and scientists say that kids should have no more than two hours total of screen-time each day. Why do you think this is? How much time do you think you spend in front of a screen each day?” (*Encourage discussion—How do they physically feel after too much screen-time? What other activities does screen-time keep them from doing?*)

“The more screen-time you have each day, the less physically active you are. When you are not active, it can disrupt your energy balance.” (*Review the concept of energy balance with the children.*) “Doing lots of GO activities and eating mostly GO foods help your body stay in energy balance. Think about kids who have a lot more than two hours of screen-time a day. Do you think their body is more or less likely to be out of energy balance?” (Yes) “Why?” (*Discuss the relationship between screen-time and energy balance.*)

“One way to keep your body in energy balance is to replace some of your screen-time with move-time. Move-time can be as simple as walking to school, helping your parents cook dinner, or performing a GO activity. GO activities are a great way to stay in energy balance. How many minutes do you think you should spend on them each day?” (*At least 60 minutes.*) “Do you have to do the 60 minutes all at one time?” (No) “Do any of you already do GO activities for at least 60 minutes a day?”

### BASIC ACTIVITY:

1. Put up a large piece of butcher paper on the wall and divide it into two sections labeled “WITH OTHERS” and “ALONE”. Tell the children that their job is to think of move-time activities (including any GO activities) that they can do with others and some they can do alone.
2. Give children an opportunity to share their ideas and then write them on the butcher paper in the group and alone categories.
3. Challenge children to cut out a half-hour of their normal screen time over the next day and replace it with one of the activities listed on the board. Let each child voice which activity they are going to choose.
4. The next few days check back to see how they did. Give the children an opportunity to share what they did with move-time and how they felt about it. If they were able to cut down on their screen-time, continue to challenge them to decrease their screen-time even further. For a real challenge, see who can totally eliminate screen-time for one day and then discuss how they felt about it.

### ADDITIONAL ACTIVITIES:

1. Play a game of charades. The category should be “things you can do instead of screen-time.”
2. Stand in a circle and start with one student picking and performing a short action (4 knee lifts, 3 jumping jacks, etc.). Each next student must try to remember and perform the actions done before them and then add their own. This continues until someone can’t remember all the actions. Then let that student start the game over to keep it positive and inclusive.
3. Ask children to make a list of the TV shows they watch every day and then let them select which ones are their favorites and least favorites. Then, ask them to not watch one of their least favorite shows and instead perform a move-time activity.

**ADDITIONAL INFORMATION:**

Exercise is essential for children to stay fit, healthy, and feeling great. Increasingly, children are not getting the exercise they need. Television, video games, computers, the Internet, and other sedentary activities have caused children to sit more and move less. In fact, it is estimated that many children will watch 5,000 hours of TV before entering first grade! This is a serious problem since inactivity is a major predictor of obesity and other chronic diseases such as heart disease and diabetes.

Children should be physically active for at least 60 minutes on most days of the week. Screen-time should be limited to no more than two hours per day.

## NUTRITION ACTIVITY #8

**TITLE:** Choosing GO Snacks!

**OBJECTIVE:** This exercise teaches children the health benefits of fresh, whole fruits and encourages them to consume them as healthy snacks throughout the day.

### INTRODUCTION TO KIDS:

“Snacks are a great way to keep up our energy when we get hungry in-between meals. I know of one type of food that is great as a snack, because not only is it delicious, but it also very good for you. Do you know what I am thinking of?” (*Fruit*) “Yes, fruit!”

“Listen to all the good things fruit does for you. Fruits help your body grow and help keep you from getting sick. When you cut yourself, they help you heal faster. They keep your eyes, skin, bones, teeth and hair healthy. This is because fruits have many different vitamins and minerals that help our bodies work. Also, since they don’t contain unhealthy kinds of fat or sugar, they help your body stay in energy balance.”

“So, do you think that fruits are GO, SLOW or WHOA foods?” (*GO!*) “Fresh, whole fruits are always GO foods. Fresh orange slices, a banana, an apple or grapes are some examples of healthy fruit snacks. Frozen fruit and dried fruit are also GO foods if they don’t have added sugar. So, what do I mean by fresh, whole fruit?” (*Have the children name some fresh, whole fruits.*) “Do any of you eat fresh fruit for a snack? What is your favorite fruit snack?”

“Although fruits are great GO foods they can also be WHOA foods. Sometimes fruits are canned with very sweet syrup that has lots of sugar and these are the kinds of fruits you should mostly avoid.”

“All fruits are healthy in their own way. But it’s best to eat different kinds of fruit each day—and of different colors—whenever you can. That’s because fruits of different colors help your body in different ways.”

### BASIC ACTIVITY:

1. Each child gets a turn to think of a fruit and describe it to the class. The other kids will attempt to guess the mystery fruit. Encourage them to pay attention because they will need to remember many different fruits for a game.
2. After each child has a turn, discuss other fruits that were not mentioned.
3. Divide the children into pairs. Demonstrate these 8 movements: arm circles, toe touches, march in place, jog in place, forward kicks, forward lunges, squats and jumping jacks. The partners will take turns naming fruits to each other. At the same time they will be doing the movement every 30 seconds.
4. Start the game. Every 30 seconds call out a different movement, but in the order listed.
5. When the game is over, have the children cool down by walking in place for one minute.
6. Congratulate the children for remembering so many fruits and encourage them to try new ones.

### ADDITIONAL ACTIVITIES:

1. Have the children stand in a circle and toss a beanbag to each other. Whenever someone catches the bean bag, they must name a fruit. The same fruit may not be mentioned twice. Before each round, announce which color the fruits must be.
2. Designate a day when everyone brings in his or her favorite fruit. Encourage children to bring in a variety.

**ADDITIONAL INFORMATION:**

If the children ask about fruit juice, you can explain that although 100% fruit juice is one way to eat fruit, eating whole fruits is more nutritious than drinking fruit juice. Edible skins and pulp in whole fruits provide fiber and important nutrients that are lost when fruits are made into fruit juice. For this reason, and the fact that fruit juice contains a lot of sugar (even though the sugar is natural and not added), you should limit it to 1 or 1 ½ cups a day.