

Muevete USA Lesson Plan 1: My Plate

Required Readings:

<http://www.choosemyplate.gov/>

This website has numerous ideas and tools for teaching about the healthy nutrition choices. MyPlate illustrates the five food groups that are the building blocks for a healthy diet using a familiar image—a place setting for a meal. Before you eat, think about what goes on your plate or in your cup or bowl.

Lesson Plan Objectives:

At the conclusion of this module, the participants will be able to:

1. Demonstrate an understanding of the icon My Plate.
2. Identify the recommended daily portions of fruits, vegetables, grains; dairy and protein needed each day.
3. Identify and list common fresh and frozen fruits and vegetables.
4. Identify and list common protein sources other than meats, i.e. nuts, beans, peanut butter, etc.
5. Identify whole grain products from other wheat/grain products.
6. Identify and list common dairy products.
7. Define portion distortion and its disadvantages to healthy lifestyles.

Material Required

1. English version of My Plate picture downloaded from <http://www.choosemyplate.gov/print-materials-ordering/graphic-resources.html>
2. Spanish version of My Plate picture downloaded from <http://www.choosemyplate.gov/en-espanol.html>
<http://www.choosemyplate.gov/print-materials-ordering/Slicker-spanish.pdf>

Class Activities:

1. Complete Pre Test (**PLEASE NOTE:** this is given only once at the beginning of the program)
2. Introduction to MyPlate.
3. Explain different foods that can be used to make half of your plate fruits and vegetables.
4. Make at least half your grains whole; discuss how to determine whole grains from other grains, i.e. first ingredient listed on food label with “whole”.
5. Vary your protein food choices/switch to skim or 1% milk.
6. Discuss common food items and appropriate servings size vs portion distortion.
<http://www.nourishinteractive.com/nutrition-education-printables/category/67-portion-control-serving-size-worksheets-kids>

Suggested Post-Class Activities:

1. Take a picture of one of your plates during the week and demonstrate how it fits into MyPlate.
2. Show pictures of foods and have participants put X through least healthy choice.

Muevete USA Lesson Plan 2: Food Labels

Required Readings:

1. <http://www.fda.gov/Food/GuidanceRegulation/GuidanceDocumentsRegulatoryInformation/Labeling/Nutrition/ucm385663.htm> This website has the old and the proposed food labeling guidelines.
2. <http://www.fda.gov/Food/GuidanceRegulation/GuidanceDocumentsRegulatoryInformation/Labeling/Nutrition/ucm387432.htm> This is the Spanish version of the new guidelines.
3. <http://www.nourishinteractive.com/nutrition-education-printables/category/6-food-labels-worksheets-printables-teaching-kids-reading-food-labeling-nutrition-facts-free-learning-printouts-activity> Super informative many printable sheets that can be used during lesson to further discuss food labels.

Lesson Plan Objectives:

At the conclusion of this module, the participants will be able to:

1. Demonstrate awareness and understanding of the Nutrition Facts label.
2. Locate and identify different items of information of the label.
3. Compare foods based on information found on the label.

Material Required:

1. English version of the Nutrition Facts Label <http://www.nourishinteractive.com/nutrition-education-printables/20-reading-parts-of-food-labeling-page-kids-printable-teaching-guide-learning-food-labels-nutrition-facts-page>
2. Spanish version of the Nutrition Facts Label <http://www.nourishinteractive.com/system/assets/free-printables/20/es-spanish-reading-parts-of-food-labeling-page-kids-printable-teaching-guide-learning-food-labels-nutrition-facts-page.pdf?1340911245>

In-Class Activities:

1. Introduction to Nutrition Food Label.
2. Discuss importance of % daily value.
3. Discuss how to use serving size and calories.
4. Discuss fat on label including total, saturated, trans fat and cholesterol. This would lead into discussion of good and bad fat.
5. Discuss sodium or salt and importance of daily intake being below 2400 grams.
6. Discuss dietary fiber.
7. Discuss sugars and its important link to diabetes management.
8. Discuss proteins.
9. FDA videos that use fun games to understand food labels and calories
<http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm275409.htm>

Suggested Post-Class Activities:

1. Have participants go on a scavenger hunt in the grocery store and find out how many breads are made of whole grains, how many calories in an entire bag of chips vs one serving, etc.

Muevete USA Lesson Plan 3: Physical Activity and Exercise

Required Readings:

1. <http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html> This is the CDC guidelines for the amount of physical activity for all age groups.
2. <http://www.cdc.gov/physicalactivity/everyone/health/index.html> Lists the benefits of physical activity.
3. <http://www.cdc.gov/physicalactivity/everyone/getactive/index.html> Tips for adding physical activity/exercise into your life.

Lesson Plan Objectives:

At the conclusion of this module, the participants will be able to:

1. Identify why physical activity/exercise is important.
2. Describe the difference between physical activity and exercise.
3. Describe the importance of incorporating physical activity and/or exercise in our daily lives.
4. Understand the importance of heart, warm-ups, stretches, and water to the body, especially for physical activity/exercise.
5. Understand the concept of calories in and calories out.

Material Required:

1. Handout of physical activities, exercises and workouts, Spanish versions are also on this site. <http://www.nourishinteractive.com/nutrition-education-printables/437-kids-exercise-promote-activity-puzzle-worksheet>
2. Proper exercise attire including food wear, towel and floor mat if necessary.

In Class Activities:

1. Discuss calories and how calories are used for energy.
2. Discuss what happens in our bodies with calories if we are sedentary or inactive. Mention screen time as considered being a sedentary activity.
3. Discuss the recommendations for the amount of physical activity/exercise we need to get daily.
4. Discuss how physical activity differs from structured exercise and the value of each to keep moving.
5. Give examples of both physical activity and structured exercises.
6. Discuss importance of warm up, stretching and hydration to exercising.
7. Begin an activity. Examples include jump rope, jumping jacks, fast walking, running, zumba, salsa, biking, etc.
8. Discuss the importance of cool down by stretching after an activity.
9. Give gift packets containing handouts, sports equipment, and reminders on workout regimens.

Suggested Post Class Activities:

1. Give a pedometer and have participants wear for one week and document their steps.
2. Keep a journal of type and time spent in physical activity and exercise during one week.
3. Take stairs instead of elevator if only having to go up three floors.

Muevete USA Lesson Plan 4: Healthy Snack Foods

Required Readings:

1. http://www.heart.org/HEARTORG/GettingHealthy/NutritionCenter/HealthyCooking/Healthy-Snacking_UCM_301489_Article.jsp#.T2vDC3ktSSo A listing of healthy snacks by the American Heart Association.
2. http://www.heart.org/HEARTORG/GettingHealthy/HealthierKids/HowtoMakeaHealthyHome/Healthy-Post-Play-Snacks_UCM_304049_Article.jsp#.T2vDbnktSSo Ideas for healthy snacks for kids after playing.

Lesson Plan Objectives:

At the conclusion of this module, the participants will be able to:

1. Identify why snacks are important.
2. Define what makes a snack healthy and unhealthy.
3. Identify healthy and unhealthy snacks.
4. Easily makes at least three healthy snacks.

Material Required:

1. Handout of common snack foods with their food labels. See attachments.
2. Items to make healthy snacks: fruits, vegetables, nuts, blender for smoothies, etc.

In Class Activities:

1. Discuss snacking and why snacking is important for energy levels.
2. Show and tell of unhealthy snacks, such as, how much sugar is in sodas, how much salt is in chips, how much fat is in cookies, etc.
3. Discuss what the components of a healthy snack are.
4. Choose two to three recipes of a healthy snack to make: smoothie, ants on a log, granola, peanut butter on graham cracker, etc.
5. Food sampling of recipes made.

Suggested Post Class Activities:

1. Have participants keep a log of snack foods they have during the week and share whether healthy or unhealthy and why.
2. Have participants compete to develop an original healthy snack recipe and then share.
3. Have participants go to grocery store they most frequent and see if there are healthy snacks at checkout line.

Muevete USA Lesson Plan 5: Empowering Kids to Make Healthy Choices

Required Readings:

1. <http://www.nourishinteractive.com/healthy-living/free-nutrition-articles/1-planning-childrens-physical-activity-eating-healthy-foods-family-goals> Tips for developing family goals.
2. http://win.niddk.nih.gov/publications/PDFs/Changing_Your_Habits.pdf Ideas on goals to set.
3. <http://www.omsu.edu/exhibits/ewpw/everybodyeats/pdf/Section%208.pdf> Has a goal setting calendar that can be used.

Lesson Plan Objectives:

At the conclusion of this module, the participants will be able to:

1. Participants will be able to demonstrate the ability to access and understand valid nutrition education.
2. Participants will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
3. Participants will demonstrate the ability to use goal setting and decision making skills to make healthy choices and enhance their health.

Material Required:

1. Goal Setting Worksheet or Calendar
 - a. <http://www.nourishinteractive.com/nutrition-education-printables/category/57-kids-healthy-daily-tips-monthly-free-calendar-printout>
 - b. <http://www.nourishinteractive.com/nutrition-education-printables/category/7-kids-healthy-habits-goals-tracking-sheets-charts-eating-healthy-foods-diary-cards-nutrition-physical-activity-goals-agreements>

In Class Activities:

1. Discuss participants' personal goals for staying healthy.
2. Given each participant a goal setting worksheet and have them write down those goals.
3. Once goals are written, and then discuss situations that participants may experience that may be a barrier to these goals.
4. As a group, discuss barriers and suggested strategies to overcome barrier and stay on track with your goal. For instance, if away from home, you are hungry and go into a corner store, what are some healthier choices?
5. Things to remember about setting goals: 1) be realistic, set small goals to start with, you can move to the bigger stuff when you get better at setting and reaching goals; 2) keep feeling positive, don't let other people put you off; 3) check your time line every day and read through your goal again; 4) believe that you can do it; 5) keep adding more small steps if it doesn't look like you're making a lot of progress; 6) tell someone you trust about what you are doing, talking about it will keep you feeling good and help you to work out your steps, what to learn and who can help, and 7) don't stress and learn to relax so that you have the energy to work through the steps.
6. Complete the posttest. (**PLEASE NOTE:** this is the only time this post-test is used.)

Suggested Post Class Activities:

1. Have participants pay attention to the strategies they use during the week to stay on their healthy goals.
2. Write these strategies in a log and discuss as group.