

TOOLS FOR TEACHING NUTRITION EDUCATION

Lil Sugar

MASTER
OF DISGUISE

16 Nutrition Education Activity Plans with Supplemental Teaching Tools



NUTRITION
From the Hart

OPEN[®]



HIP HOP
public health

Overview & Purpose

Hip Hop Public Health has teamed up with OPEN and Nutrition From The Hart to create a crowd-sourced collection of nutrition education activities based on the Lil Sugar nutrition literacy campaign. Lil Sugar: Master of Disguise helps children learn to recognize different forms of sugar and encourages them to limit intake of foods high in added sugars.

Activity plans reflect the fact that most children do not have autonomy with their food choices and take a non-shaming, strengths-based approach that encourages children to identify Go, Slow and Whoa foods, and to share nutrition information with their parents/caregivers.

Learning Objectives

Students will...

- Recognize that food provides energy for physical activity.
- Identify foods that promote good health.
- Describe the specific roles that nutrition and physical activity play in overall good health.
- Identify the 5 basic food groups.
- Identify a variety of foods from each food group.
- Compare and contrast the health benefits of different food choices.
- Identify foods from each food group that can be combined to build balanced meals.
- Compare and contrast the health benefits of whole foods versus processed foods.
- Seek out and make requests for nutritious whole-food choices.

Note to Educators

All activity plans have been reviewed, edited, and formatted by representatives from OPEN, Nutrition From The Hart and Hip Hop Public Health. For more free resources visit the following webpages:

www.hhph.org www.openphysed.org www.nutritionfromthehart.com

Standards Alignment

Activity plans incorporate OPEN Priority Outcomes and National Health Education Standards for each grade level. Additional nutrition education resources from Hip Hop Public Health.

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GO, SLOW, WHOA TRAFFIC LIGHTS

Written by: Michael Nye, Sterling Montessori Academy & Charter School (NC)

- **Health Skills:** I will discuss how I can make healthy eating decisions.
- **Nutrition Education:** I will be able to identify GO, SLOW, and WHOA foods.
- **Social & Emotional Learning:** I will demonstrate behaviors that create a safe learning environment for myself and my classmates.

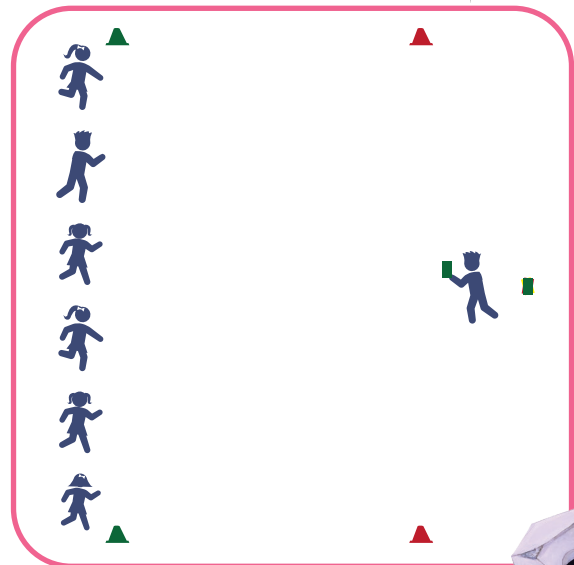
LEARNING TARGETS

What you need...

- GO, SLOW, WHOA Food Cards
- Cones to mark start and finish lines

How to set it up...

- The activity is set up like Right Light, Green Light.
- Use cones to mark start and finish lines.
- One student is just beyond the finish line with the food cards face down in a stack.
- All other students are on the start line.



This activity is GO, SLOW, WHOA Traffic Lights!

- The object is to be the first student to reach the finish line. To do that you'll need to look and listen carefully for the Traffic Signals.
- If the student leader flips and calls a GO card, you can speed walk (or run) toward the finish line. If they flip a SLOW card, tiptoe toward the finish line. If they flip a WHOA card, you must freeze.
- If you run when a SLOW card is flipped or move WHOA card is flipped, you must return to the start line and begin again.
- The student reaching the finish line first becomes the new leader.



HOW TO PLAY

Discussion Questions

- What does healthy eating look like? Why healthy foods can you ask your family for?
- Can you name a GO food? A SLOW food? A WHOA food?
- Why is choosing GO foods for snacks and meals a healthy decision?

Universal Design Suggestions

- Use brightly colored cones to mark travel lanes. Students must stay in their travel lanes.
- Use cards with both names of foods as well as pictures.

GO, SLOW, WHOA MOVE CUES

Written by: Sydney Jackson, Jones Pedaia Elementary (TN)

- **Health Skills:** I will be able to identify foods that are SLOW (sometimes) and WHOA (once in a while).
- **Nutrition Education:** I will be able to recognize GO foods that are healthy for me to eat all the time.
- **Social & Emotional Learning:** I will demonstrate self-regulation by controlling the speed of my movement.

LEARNING TARGETS

What you need...

- Cones or other boundary markers
- Large GO, SLOW, WHOA Food Cards
- Music and speaker(s)
- HHPH.org Music

How to set it up...

- Create a large activity area where students can move safely in open space.
- Scatter students in the activity area.
- Music and music player safely on the sideline.
- Teacher holds GO, SLOW, WHOA Food Cards



This activity is GO, SLOW, WHOA Move Cues!

- The object of this activity is to change the speed of our movement to match each GO, SLOW, or WHOA card.
- When the music starts, begin walking in open space. Move safely and watch out for other students.
- I'm going to hold up a card. If it's a GO card, move a little bit faster. If it's a SLOW card, move in slow-motion. If it's a WHOA card, freeze and try to keep perfect balance.
- I'll hold up a new card every 15 to 30 seconds.
- If your movement matches the card – you score 1 perfect point. If your movement doesn't match – you don't get a point for that card. Keep track of your score by counting on your fingers. Try to get 10 points for all 10 fingers!



HOW TO PLAY

Discussion Questions

- Can you name 3 SLOW foods? Can you name WHOA foods?
- Can you name 3 GO foods? Why is it important to eat GO foods every day?

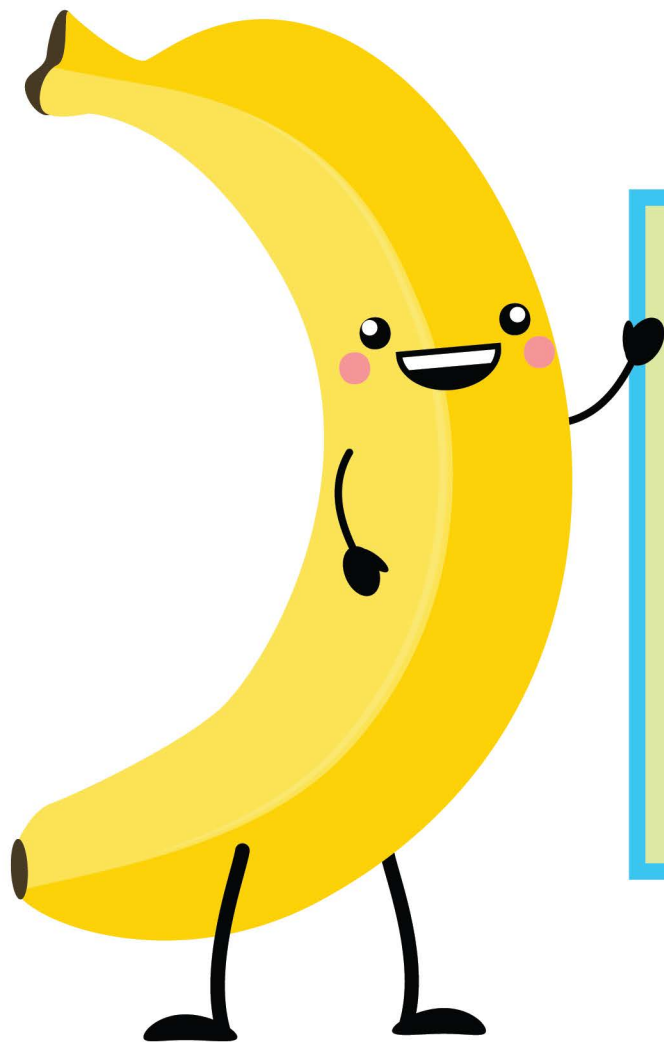
Universal Design Suggestions

- Use upper-body movements and dances for students who have mobility challenges.
- Pair students to work together on identifying food categories. Have them dance/move as a pair.



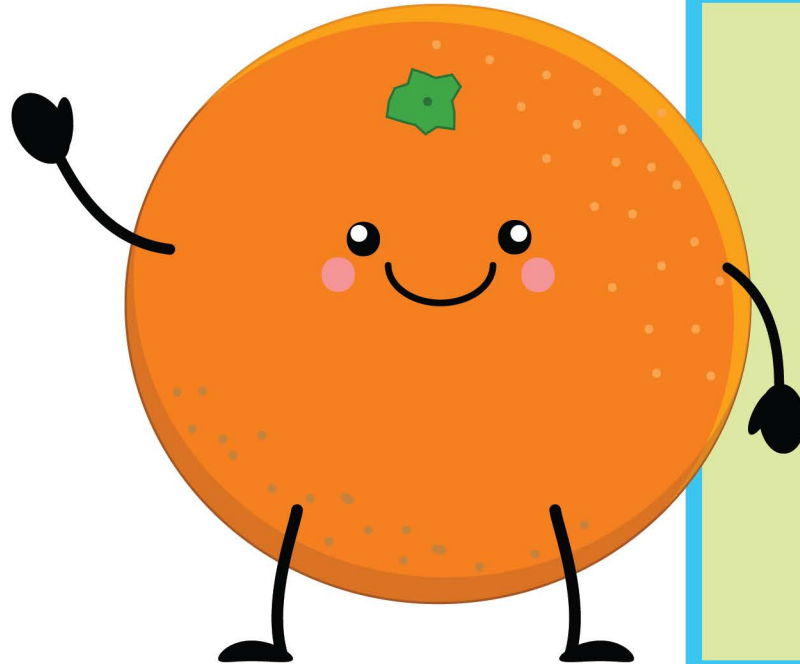
GO!

Peas in a Pod



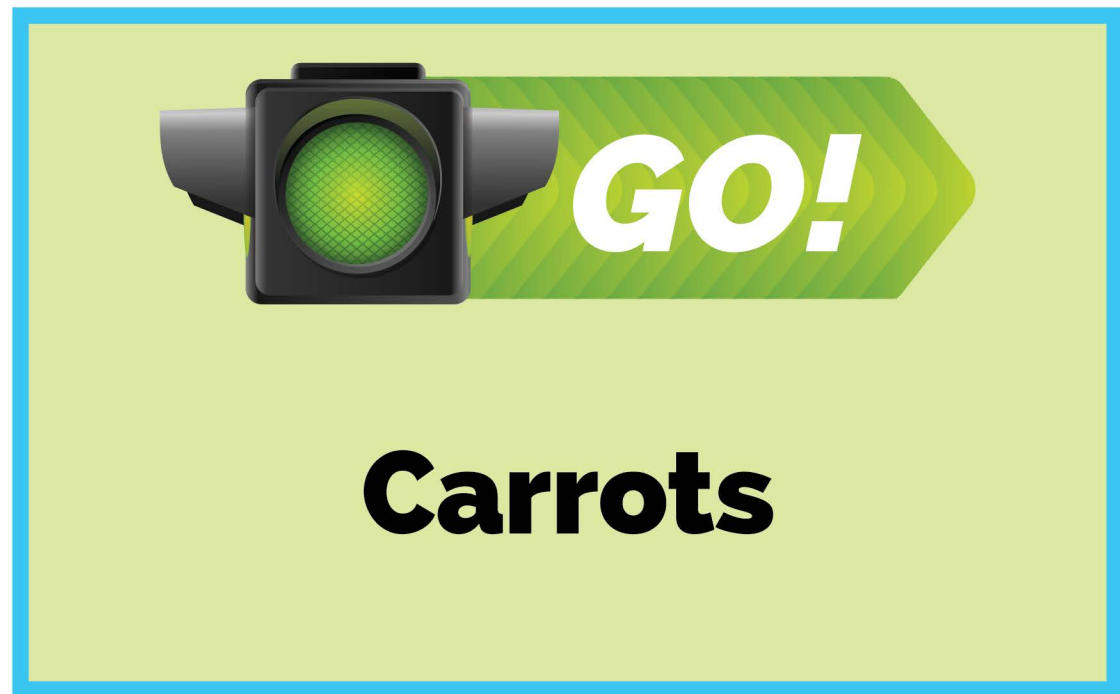
GO!

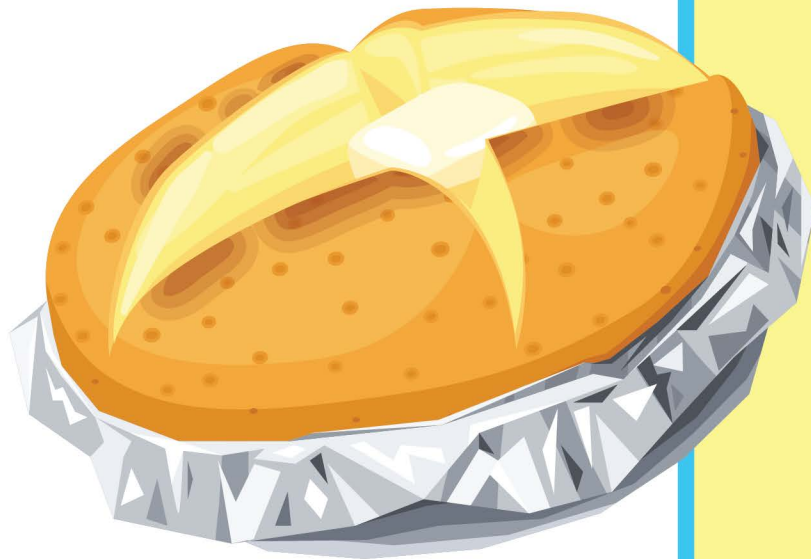
Bananas



GO!

Oranges





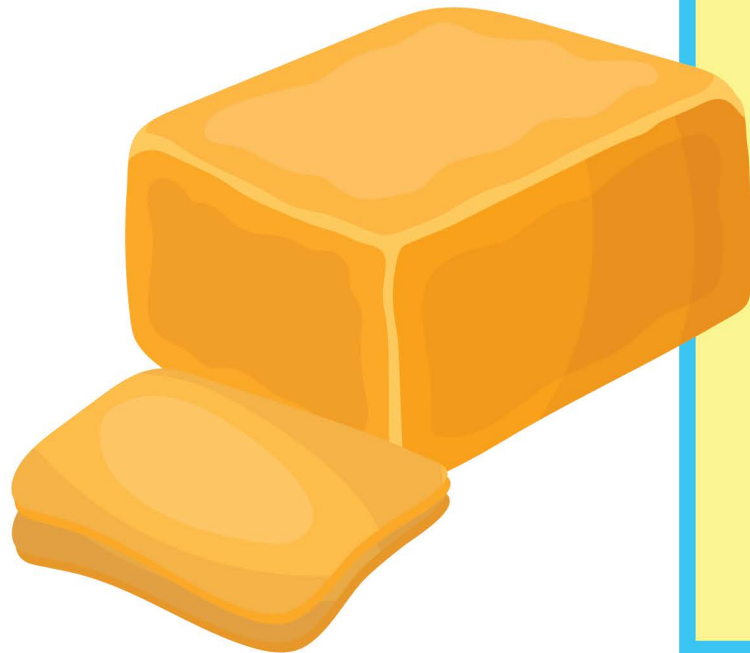
SLOW!

**Baked
Potato**

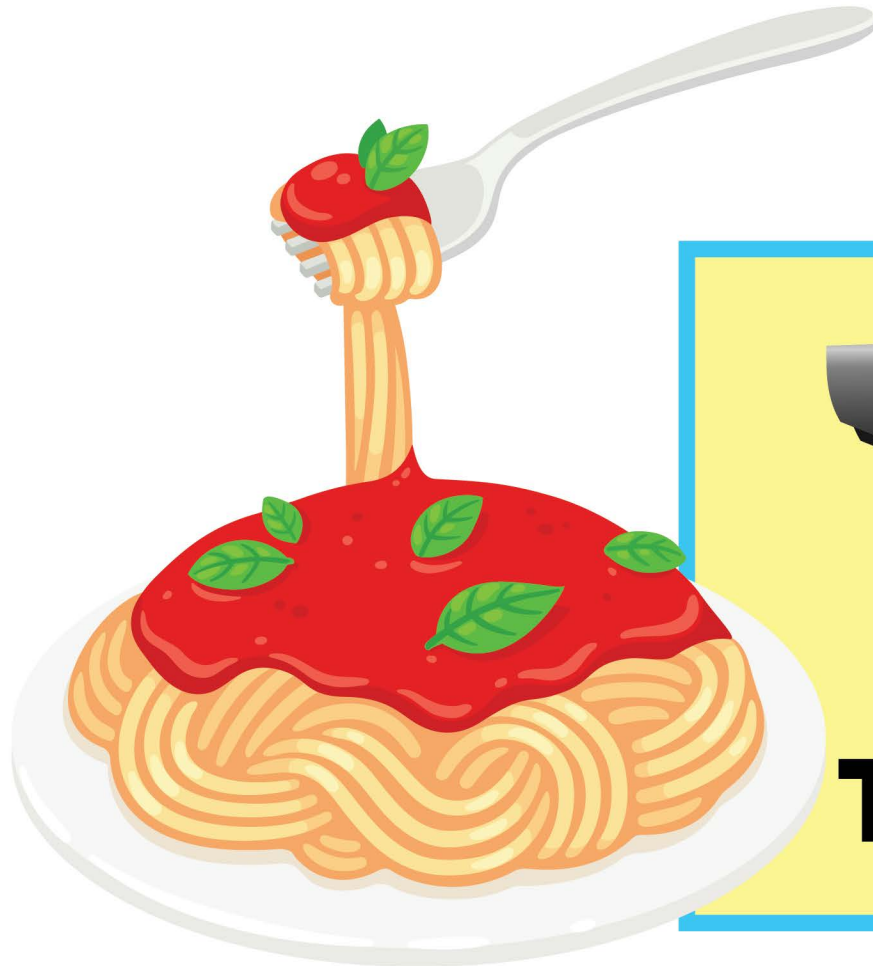


SLOW!

**Peanut Butter
Spread**

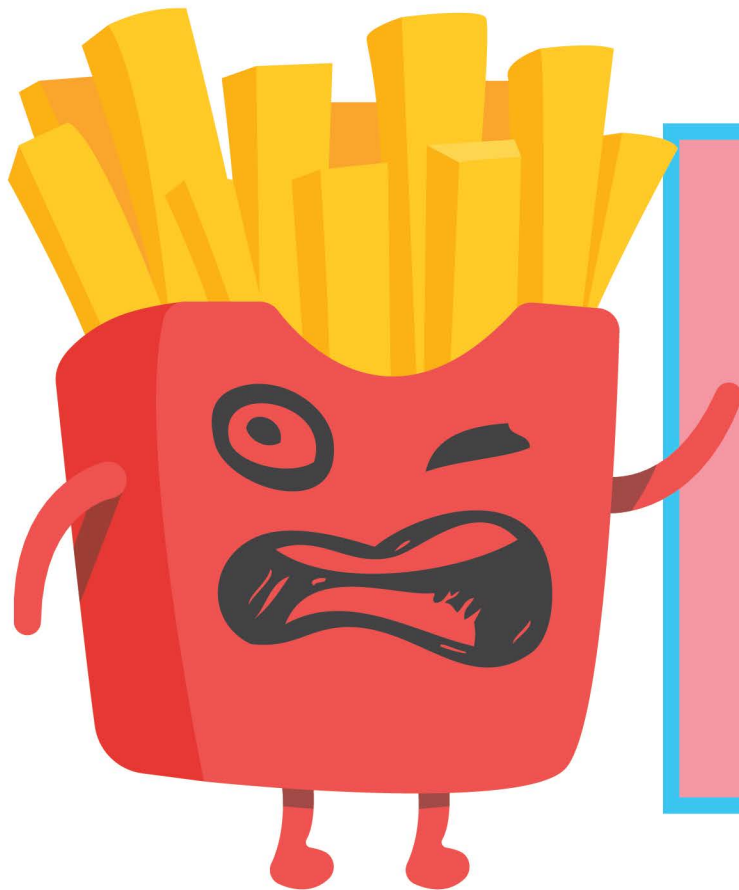


Cheddar Cheese



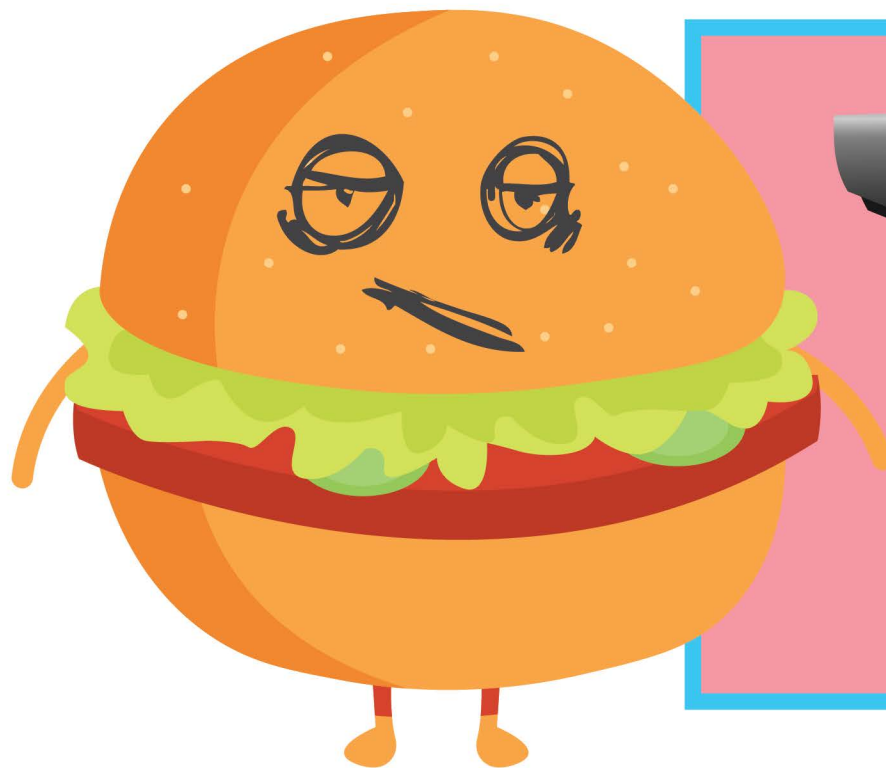
SLOW!

**Pasta with
Tomato Sauce**



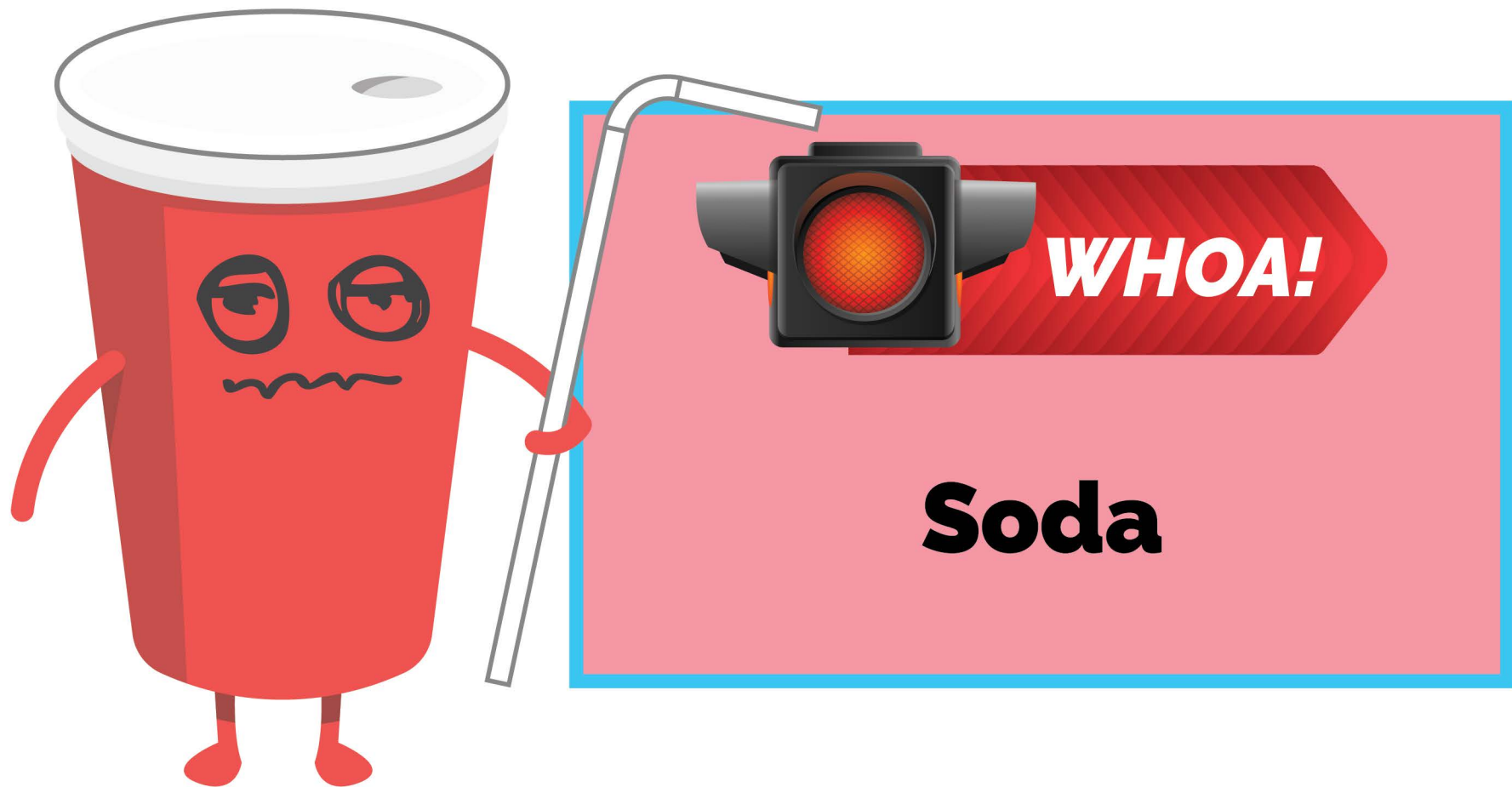
WHOA!

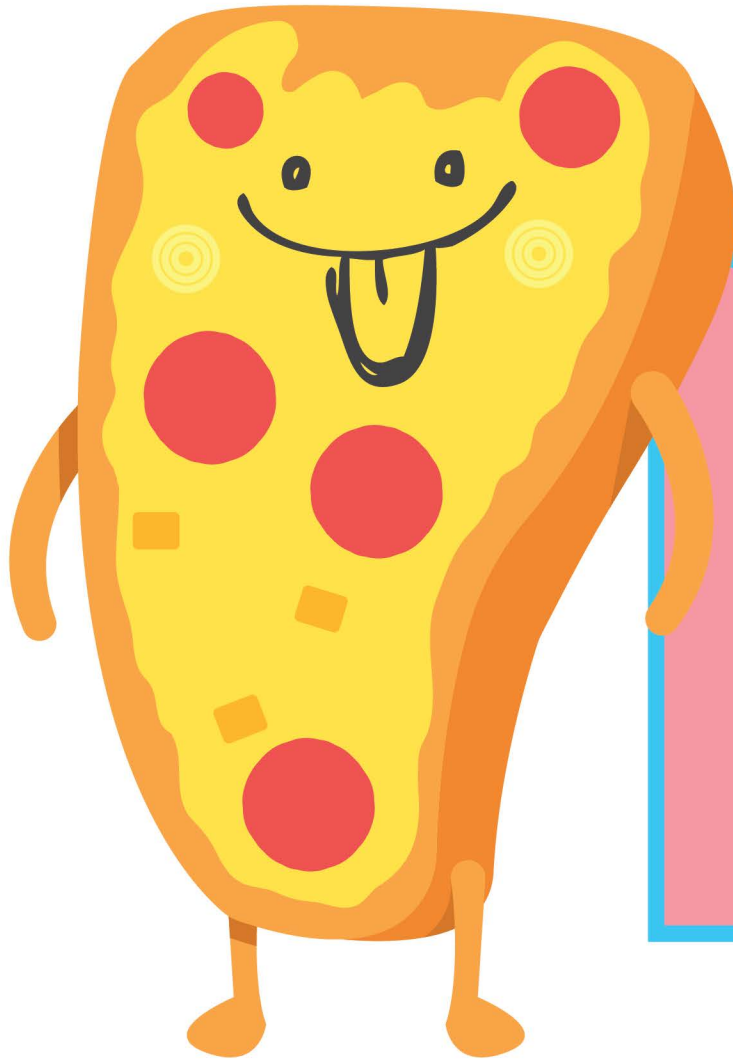
**Fried
French Fries**



WHOA!

**Fast Food
Burger**





WHOA!

**Pepperoni
Pizza**

MYPLATE TOSS AND GO

Written by: Sandy Hagenbach, Heritage Elementary (WI)

- **Health Skills:** I will discuss the 5 food groups and identify foods from each group.
- **Nutrition Education:** I will sort foods into the 5 food groups so I can build a healthy meal.
- **Social & Emotional Learning:** I will cooperate with my partner to build a healthy meal.

LEARNING TARGETS

What you need...

- 1 Hoop per 2 students
- 1 Tossable object per 2 students (beanbag/spider ball)
- 1 MyPlate place mat per 2 students
- 1 Paper plate per 2 students
- Food Model Cards from USDairy.com

How to set it up...

- Place hoops along 2 sides of the gym parallel with each other to create large activity area.
- Scatter Food Model Cards throughout the center of the activity area.
- Pair students. Each pair in a hoop with a tossable object, a MyPlate Placement and a paper plate.



This activity is MyPlate Toss and Go!

- The object of the game is to build a healthy and balanced meal by collecting food cards from each food group.
- When the music starts, the first partner tosses the beanbag from your hoop and tries to land on a food card. Then, skip to collect your beanbag and card that it landed on. If the beanbag didn't land on a card, come back empty-handed.
- Your partner can toss as soon as you return. If you land on a food from a group that you already have, leave the card and continue play.
- When you have all 5 food groups on your plate, quickly come to the plate cupboard to collect a new plate. Then return to your hoop and begin again. How many plates can you fill before you hear the stop signal?
- Challenge: If you hit a WHOA food, collect it and then you and your partner will perform 5 repetitions of your choice of exercise. Then, continue play.
- The game can be scored – 10 pts per plate; 1 point for each additional food card.

HOW TO PLAY

Discussion Questions

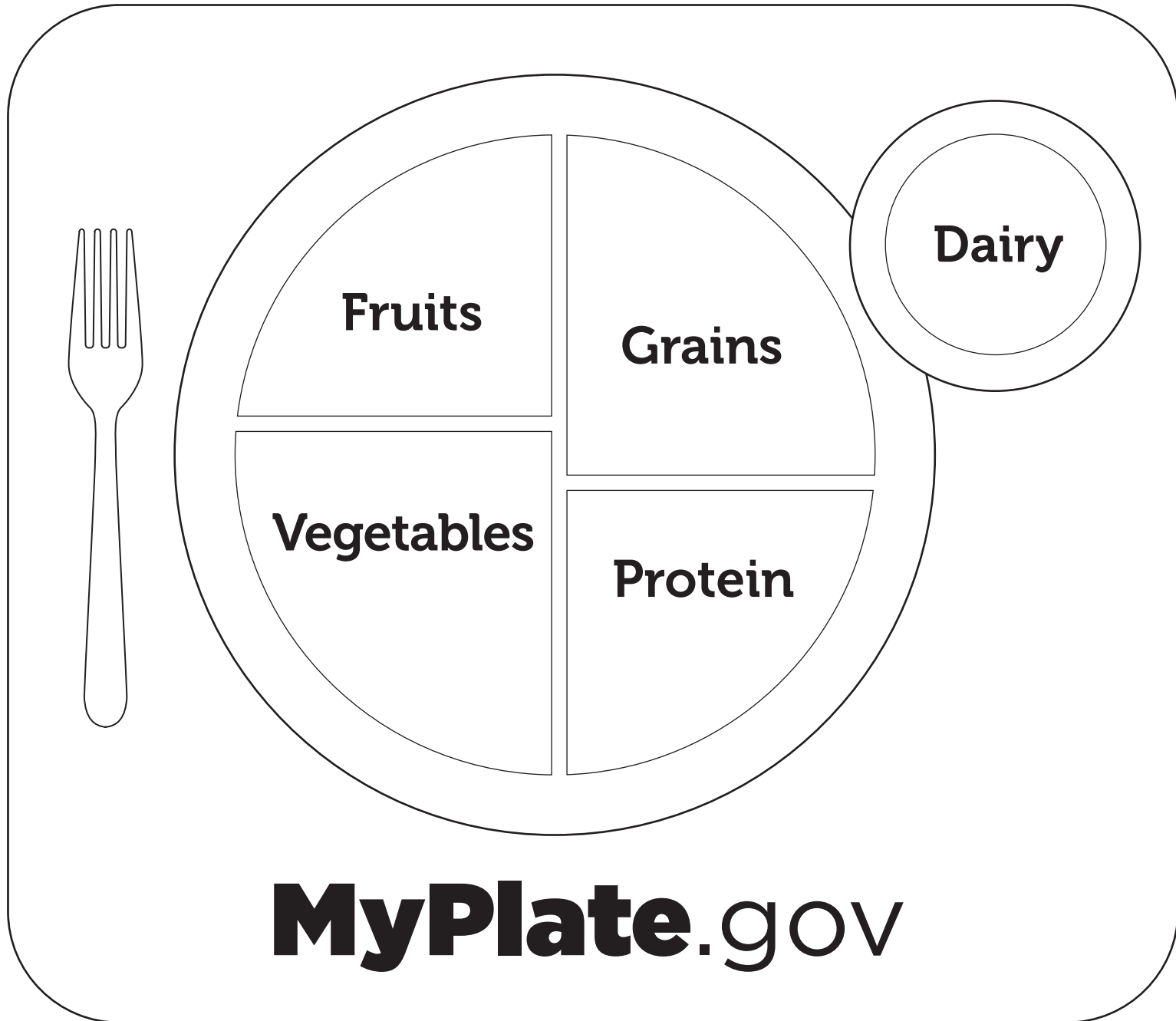
- What do you know about building a healthy meal?
- What is the name of a healthy food that belongs to each food group?

Universal Design Suggestions

- Move closer to food cards. Allow students to choose from a variety of tossable objects.



United States
Department of
Agriculture



MyPlate.gov

DANCE WITH WORDS (GO, SLOW, WHOA VERSION)

Adapted by Andrea Hart, RDN from Dance With Words by Shannon Maly

- **Health Skills:** I will demonstrate my understanding of GO, SLOW & WHOA food categories by creating dance moves inspired by different foods.
- **Nutrition Education:** I will demonstrate my understanding of GO, SLOW & WHOA foods by communicating health information through movement and dance.
- **Social & Emotional Learning:** I will use positive language that helps to establish a positive learning environment for myself and my group members.

LEARNING TARGETS

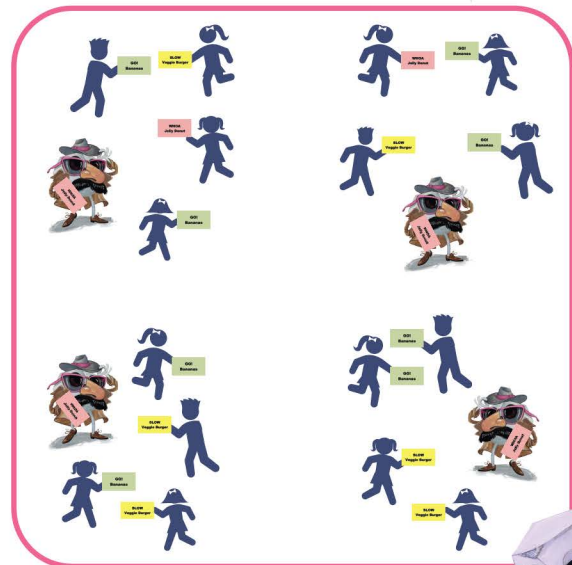
What you need...

- GO, SLOW, WHOA Dance Cards
- HHPH.org Music



How to set it up...

- Divide students into groups of 4-5.
- Each group has a set of Dance Cards. Group should have a mix of GO, SLOW, and WHOA cards.
- Scatter groups throughout the activity area.
- Be sure that students have enough space to dance safely.



This activity is Dance With Words Go, Slow, Whoa Version.

- In this dance activity we are all choreographers. The object is to work in small groups to combine several 8-count movements and create a complete dance.
- You each have a Dance Card. You're responsible for creating your own 8-count movement using that card as inspiration. (Teachers: Use music from Hip Hop Public Health (HHPH.org) and give an 8-count out loud to help students understand the beat.)
- Next, work together with your group to create a dance using each 8-count dance movement. Practice together to connect all of the movements to music. At the end of the activity, each group will present their choreography to the rest of the class.

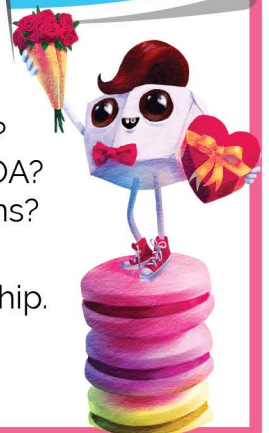
Discussion Questions

- In your own words, can you tell the class what the characteristics of GO foods are?
- How did your dance movements express what you know about GO, SLOW & WHOA?
- Can we use blank Dance Cards to create new GO, SLOW, WHOA dance inspirations?

Universal Design Suggestions

- Group students with peers that will support their needs with patience and leadership.
- Demonstrate possible dance moves that students can choose from.

HOW TO PLAY



DANCE WITH WORDS DANCE CARDS

Print, Cut, Create, Dance



Hot Sauce



**Low-fat
String Cheese**



Peas in a Pod



Bananas



Oranges



Squash

DANCE WITH WORDS DANCE CARDS

Print, Cut, Create, Dance



SLOW!

**Peanut Butter
Spread**



SLOW!

**Chicken
Drumstick**



SLOW!

Cheddar Cheese



SLOW!

Veggie Burger



SLOW!

**Baked
French Fries**



SLOW!

**Fresh Squeezed
Orange Juice**

DANCE WITH WORDS DANCE CARDS

Print, Cut, Create, Dance



WHOA!

**Fried
French Fries**



WHOA!

**Fast-Food
Burger**



WHOA!

Giant Cookie



WHOA!

Potato Chips



WHOA!

**Fried
Chicken Wings**



WHOA!

**Movie Theater
Popcorn w/Butter**

DANCE WITH WORDS DANCE CARDS

Print, Cut, Create, Dance



Water



Wild Rice



**Pasta with
Tomato Sauce**



**Popcorn with
Vegetable Oil**



Fruit Roll-Ups



Jelly Donut

FOOD FLIP RELAY RACE

Written by: Jace Kreamer, Commonwealth Charter Academy (PA)

- **Health Skills:** I will discuss how different foods affect my body in different ways.
- **Nutrition Education:** I will distinguish between GO and WHOA foods.
- **Social & Emotional Learning:** I will use encouraging language to support the effort of my teammates.

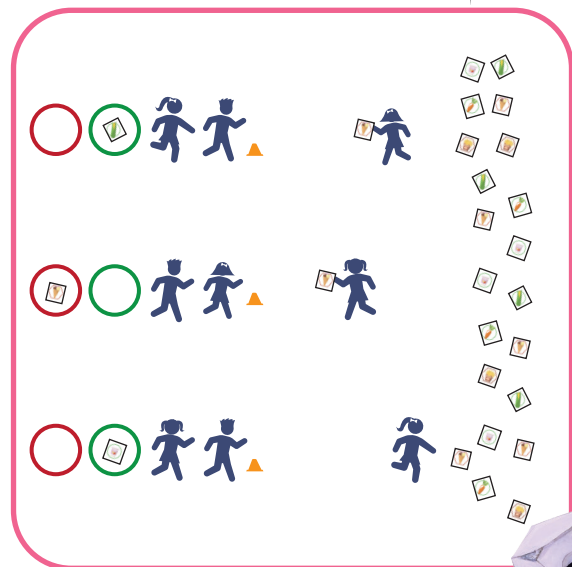
LEARNING TARGETS

What you need...

- Cones
- Hoops
- GO & WHOA Food Flip Cards

How to set it up...

- This is a relay race set up.
- Create teams of 3 to 4 students. Each team behind a cone.
- Print, cut, and place Food Flip Cards face down 10 to 15 paces away from the team cones.



This activity is Food Flip Relay.

- The object of this activity is for your team to collect as many cards as you can and sort them into the correct hoop. GO (anytime foods) go in the green hoop. WHOA (once in a while foods) go in the red hoop.
- On the start signal, the first teammate on each team will run to collect a Food Flip Card. Next, run back and place the card in the correct hoop. As soon as the card is placed in a hoop the next teammate can go.
- We'll continue until all cards are collected.
- Then we'll discuss why your team sorted the foods the way that you did.

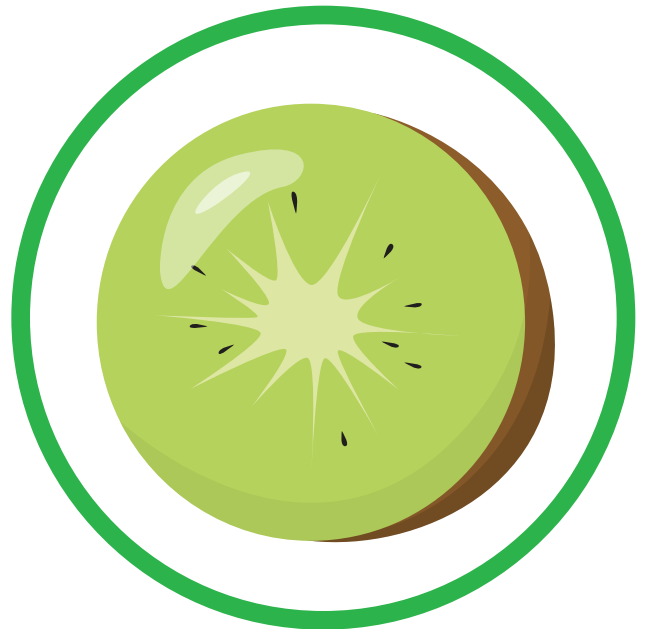
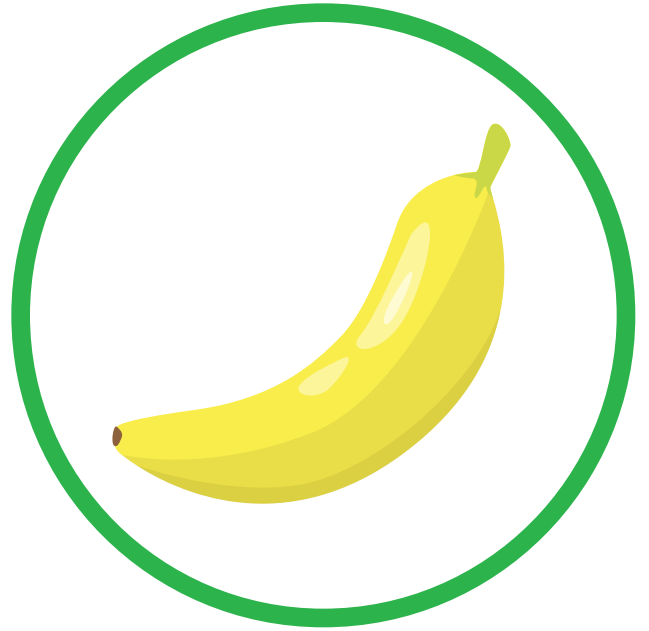
HOW TO PLAY

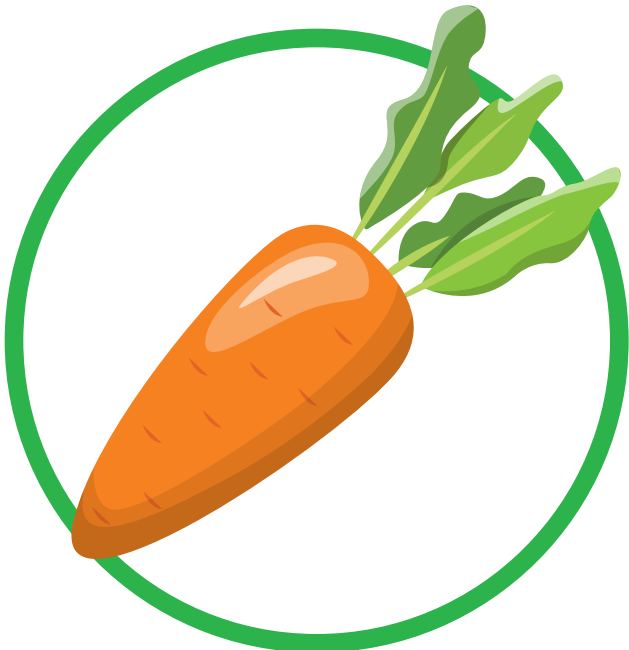
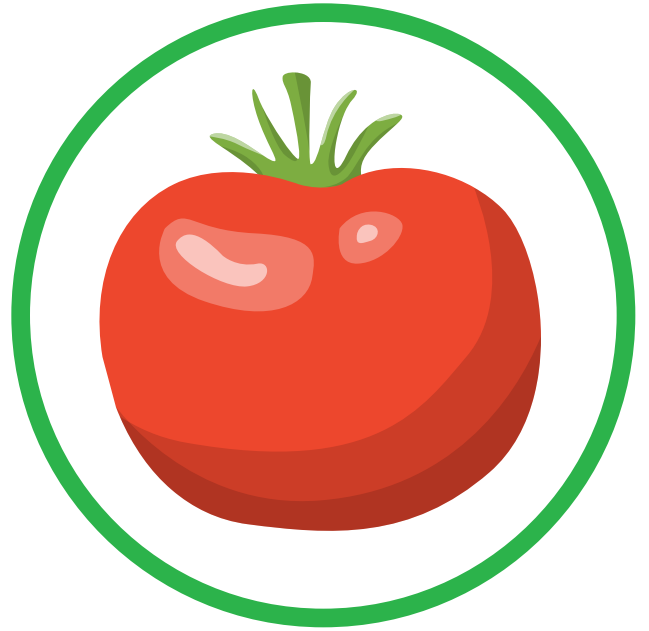
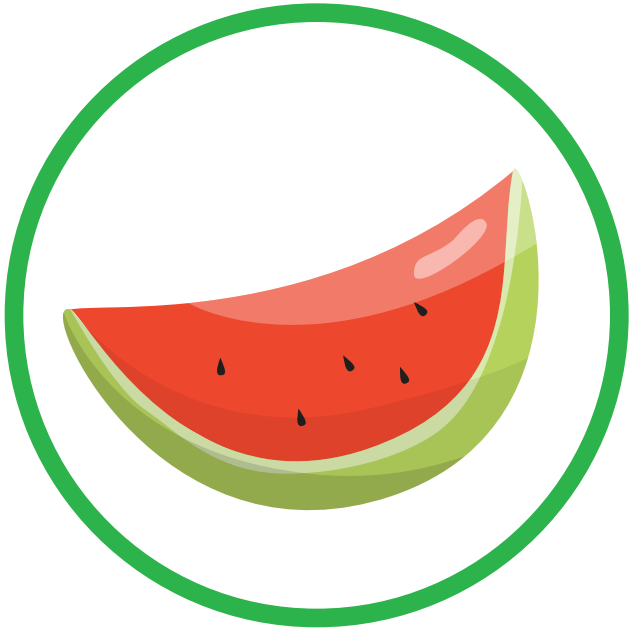
Discussion Questions

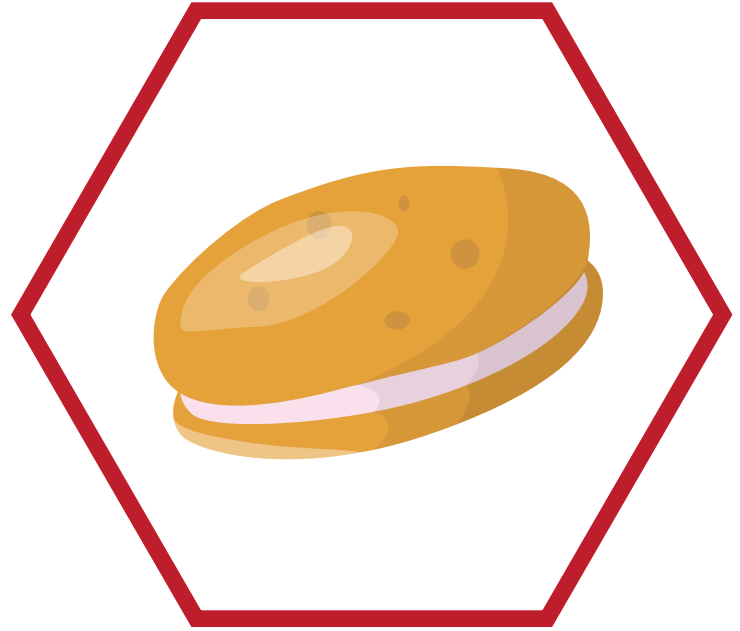
- What is a GO food? What is a WHOA food?
- What is the difference between anytime and once in a while?
- Why is a GO food considered an anytime food?

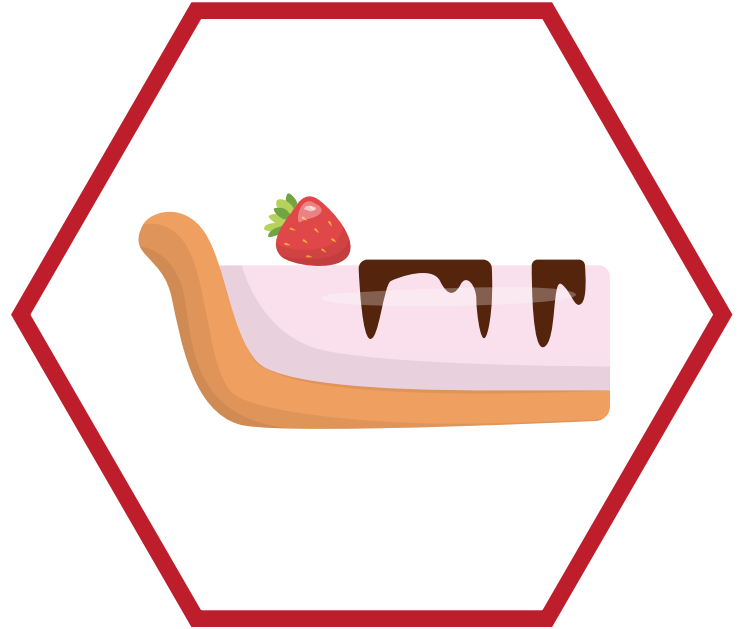
Universal Design Suggestions

- Create pathway markers to help students navigate to and from the food cards.
- Change the way students move to and from cards to create more or less challenge.









MYPLATE PARTNER RELAY

Written by: Carri King, Banneker Elementary (MO)

- **Health Skills:** I will build balanced meals using foods from all 5 food groups.
- **Nutrition Education:** I will identify foods from each of the 5 basic food groups.
- **Social & Emotional Learning:** I will use positive language while cooperating with my partner.

LEARNING TARGETS

What you need...

- MyPlate Food Group Poster
- MyPlate Coloring Sheets
- Food Model Cards from USDairy.com
- 1 cone per pair of students

How to set it up...

- This activity is set up as a partner relay race.
- Divide the class into pairs. Each pair behind a cone.
- Place a MyPlate Coloring Sheet beside each cone.
- Place laminated Food Cards face down 15 to 20 paces away from the cones.
- Display a Food Group Poster where all students can see it.



This activity is MyPlate Partner Relay.

- The object is for you and your partner to create a MyPlate Meal using Food Cards.
- On the start signal, partner one will run down to select a food. Return with that food and place it on your MyPlate Coloring Sheet.
- Next, partner two will run to collect another food. Be sure to choose a food from a new food group.
- Continue until you've created a meal with foods from each of the 5 food groups.
- As a class we will review the meals you've created and talk about why it's important to build balanced meals.



HOW TO PLAY

Discussion Questions

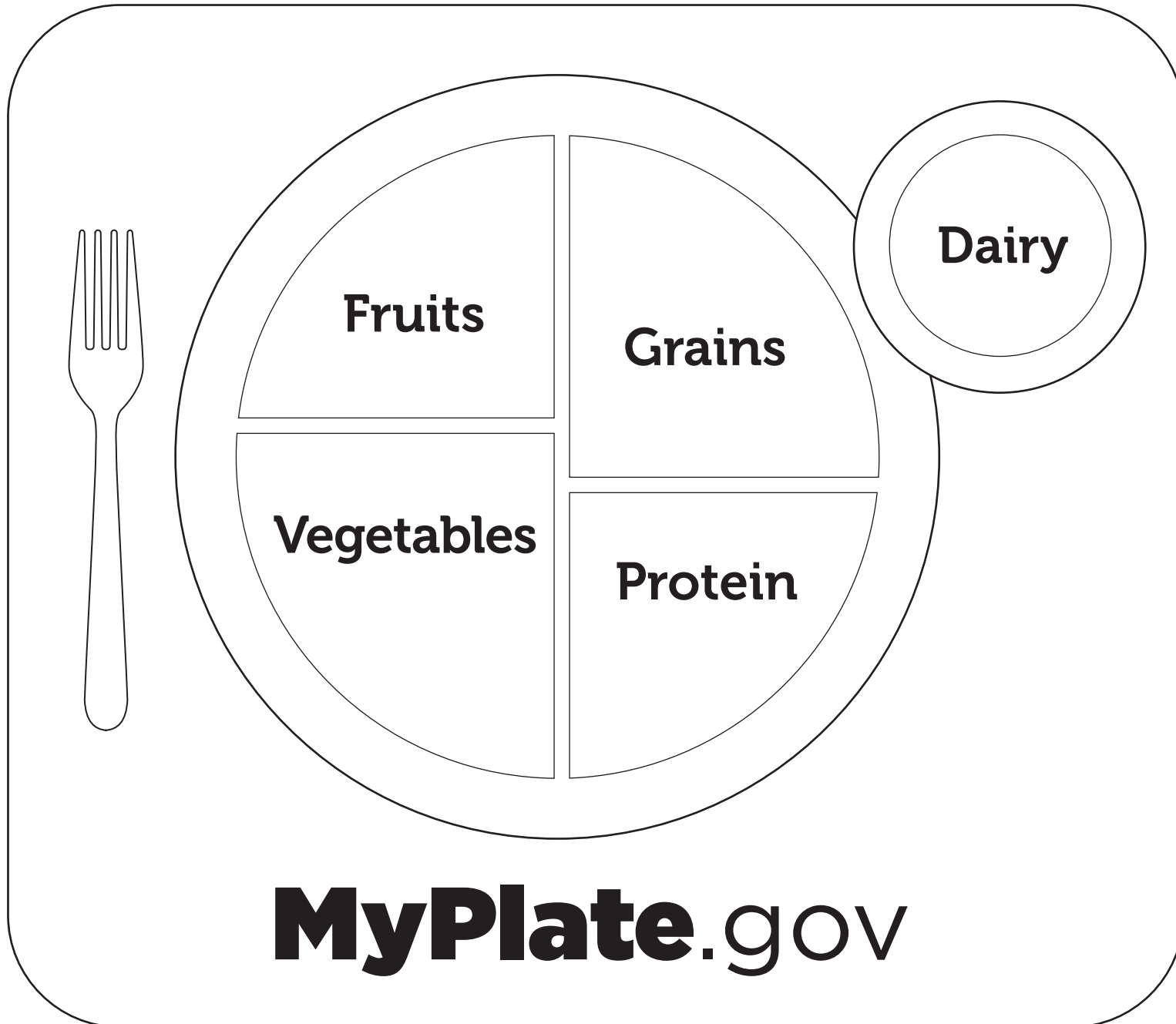
- What are the 5 food groups?
- Can you name a food from each group?
- Why is it important to eat foods from each food group?

Universal Design Suggestions

- Presort the foods into groups with signs or posters announcing the food group for each pile.
- Provide a variety of different ways for students to travel to the food cards.



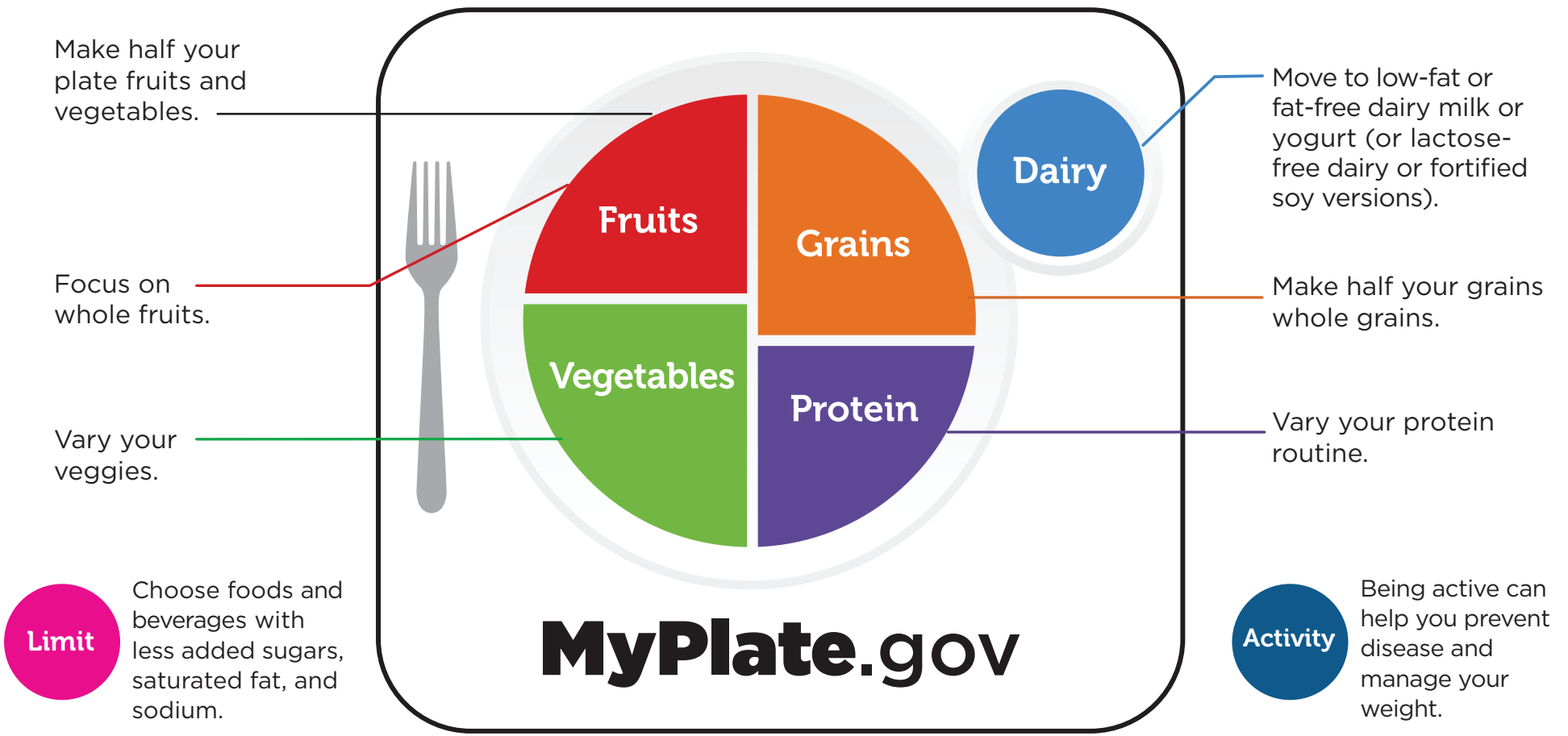
United States
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MyPlate.gov

Start *simple* with **MyPlate**

Healthy eating is important at every life stage,
with benefits that add up over time, bite by bite. Small changes matter.





Fruits

Focus on whole fruits like fresh, frozen, canned, or dried.

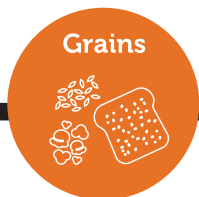
Buy fruits to have them available to add to your meal or eat as a snack. If you buy juice, select 100% fruit juice.



Vegetables

Eat a variety of vegetables and add them to mixed dishes like casseroles, sandwiches, and wraps.

Fresh, frozen, and canned count, too. Look for “reduced sodium” or “no-salt-added” on the label.



Grains

Choose whole-grain versions of common foods such as bread, pasta, and tortillas.

Not sure if it's whole grain? Check the ingredients list for the words “whole” or “whole grain.”



Protein

Eat a variety of protein foods such as beans, soy, seafood, lean meats, poultry, and unsalted nuts and seeds.

Select seafood twice a week. Choose lean cuts of meat and ground beef that is at least 93% lean.



Dairy

Choose low-fat (1%) or fat-free (skim) dairy. Get the same amount of calcium and other nutrients as whole milk, but with less saturated fat and calories.

Lactose intolerant? Try lactose-free milk or a fortified soy beverage.

Daily Food Group Targets — Based on a 2,000 Calorie Plan

Visit [MyPlate.gov/MyPlatePlan](https://www.MyPlate.gov/MyPlatePlan) for a personalized plan.

2 cups

1 cup counts as:

- 1 small apple
- 1 large banana
- 1 cup grapes
- 1 cup sliced mango
- ½ cup raisins
- 1 cup 100% fruit juice

2½ cups

1 cup counts as:

- 2 cups raw spinach
- 1 cup cooked collard, kale, or turnip greens
- 1 small avocado
- 1 large sweet potato
- 1 cup cooked beans, peas, or lentils
- 1 cup cut cauliflower

6 ounces

1 ounce counts as:

- 1 slice of bread
- ½ cup cooked oatmeal
- 1 small tortilla
- ½ cup cooked brown rice
- ½ cup cooked couscous
- ½ cup cooked grits

5½ ounces

1 ounce counts as:

- 1 ounce cooked lean chicken, pork, or beef
- 1 ounce tuna fish
- ¼ cup cooked beans, peas, or lentils
- 1 Tbsp peanut butter
- 2 Tbsp hummus
- 1 egg

3 cups

1 cup counts as:

- 1 cup dairy milk or yogurt
- 1 cup lactose-free dairy milk or yogurt
- 1 cup fortified soy milk or yogurt
- 1½ ounces hard cheese
- 1 cup kefir



Limit

Choose foods and beverages with less added sugars, saturated fat, and sodium.

Limit:

- Added sugars to <50 grams a day.
- Saturated fat to <22 grams a day.
- Sodium to <2,300 milligrams a day.



Activity

Don't forget physical activity!

Being active can help you prevent disease and manage your weight.

Kids ≥ 60 min/day Adults ≥ 150 min/week

GO or WHOA SENTENCE RELAY

Written by: Michelle Kopacz, Environmental Charter (CA)

- **Health Skills:** I will identify foods that promote good health.
- **Nutrition Education:** I will talk about GO foods that I like to eat.
- **Social & Emotional Learning:** I will use positive language to help promote healthy behaviors.

LEARNING TARGETS

What you need...

- 1 Baton per team
- 2 Cones per team (start cone and end cone)
- 1 set of GO or WHOA Sentence Cards per team

How to set it up...

- Create teams of 3 students.
- Space start and end cones 15 to 20 paces apart.
- Cut the GO or WHOA Sentence Cards into words, shuffle in piles each set and place behind end cones.



This activity is GO or WHOA Sentence Relay!

- The object of the game is for your team to collect words from behind your end cone and then bring them back to your home cone to create nutrition-related sentences.
- On the start signal, the first person in line will take the relay baton and side-slide down to the end cone and retrieve a Sentence Card with a word on it.
- Next, skip back to your home cone and pass the baton to your teammate. They will repeat the process.
- Continue until your team can create a sentence using all of the collected words.
- Teachers, change up the locomotor skills used by students to travel.

HOW TO PLAY

Discussion Questions

- Can you name a GO food from each of the 5 food groups?
- What GO foods do you like to eat? How do those foods help you stay active and healthy?
- Can you create a sentence that will help you ask for a healthy GO food?

Universal Design Suggestions

- Prompt students to create sentences that match ability levels.
- Provide modified movement choices to students with mobility challenges.

GO or WHOA Sentence Cards

GO Food Sentences

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

*Ask students to identify the food group
that each food belongs to.*

GO or WHOA Sentence Cards

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

Grilled Chicken

is a

GO

food

that

I can

eat

every

day.

GO or WHOA Sentence Cards

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

Brown rice

is a

GO

food

that

I can

eat

every

day.

GO or WHOA Sentence Cards

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

Plain yogurt

is a

GO

food

that

I can

eat

every

day.

GO or WHOA Sentence Cards

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

Berries

are a

GO

food

that

I can

eat

every

day.

GO or WHOA Sentence Cards

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

Peppers

are a

GO

food

that

I can

eat

every

day.

GO or WHOA Sentence Cards

WHOA Food Sentences

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

*Remind students that many
WHOA foods have hidden sugar.*



GO or WHOA Sentence Cards

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

Hot dogs

are a

WHOA

food

that

I eat

once

in a

while.



GO or WHOA Sentence Cards

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

Cookies

are a

WHOA

food

that

I eat

once

in a

while.



GO or WHOA Sentence Cards

Cut the sentence cards on the line. Scramble the words. Students work together to solve the sentence puzzles.

Chips

are a

WHOA

food

that

I eat

once

in a

while.



GO or WHOA Sentence Cards

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

Cake

is a

WHOA

food

that

I eat

once

in a

while.

GO or WHOA Sentence Cards

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

Candy

is a

WHOA

food

that

I eat

once

in a

while.



Energy Balance Sentence Cards

Energy Sentences

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

*Remind students that our bodies
need the energy that food gives us!*

Energy Balance Sentence Cards

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

Apples

give

me

energy

for

recess.

Energy Balance Sentence Cards

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

Bananas

give

me

energy

to

run.

Energy Balance Sentence Cards

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

Oatmeal

gives

my

body

energy.

Energy Balance Sentence Cards

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

Carrots

help

my

body

be

healthy.

Energy Balance Sentence Cards

Cut the sentence cards on the line. Scramble the words.
Students work together to solve the sentence puzzles.

Beans

help

me

grow.

GO, SLOW, WHOA DANCE RELAY

Written by: Dustin Thomas, Prince Street Elementary (MD)

- **Health Skills:** I will demonstrate my understanding of GO, SLOW, and WHOA by creating dance moves inspired to communicate healthy eating habits.
- **Nutrition Education:** I will be able to put foods in the correct GO, SLOW, WHOA categories.
- **Social & Emotional Learning:** I will be able to use the knowledge about GO, SLOW and WHOA foods to help my friends and family know about the risks of calorically dense WHOA foods.

LEARNING TARGETS

What you need...

- 12 cones, 12 scooters, 12 buckets
- 12 GO, SLOW, WHOA Fortune Tellers
- 6 sets of GO, SLOW, WHOA Dance Cards
- Lil Sugar Music and Music Player

How to set it up...

- Place 12 cones in a line on 1 side of the activity area.
- Place a bucket with fortune teller next to each cone.
- Place a scooter next to each cone.
- Spread Dance Cards across from the cones on the other side of the activity area.
- Create 12 equal teams with a team at each cone.



This activity is GO, SLOW, WHOA Dance Relay!

- The object of this game is to collect dance cards and create a fun GO, SLOW, WHOA dance with your team.
- On the start signal, 1 player will use the scooter to go collect a dance card. The players waiting will do the fortune teller while they wait.
- When you return, put the card in the bucket and the next player will go. Continue taking turns until all cards have been collected.
- Next, teams will sort cards into GO, SLOW, WHOA categories. Choose 4 cards to create a 16-count dance (see Dance with Words activity plan).
- Take time to create, practice and perform dances using Lil Sugar Music.



HOW TO PLAY

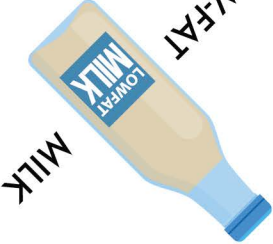
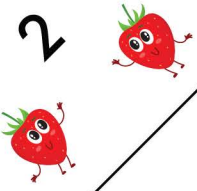
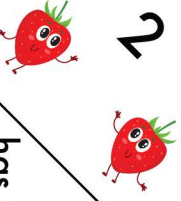
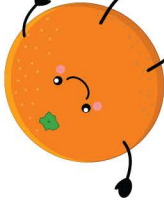



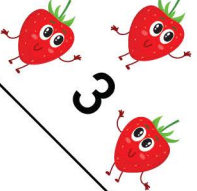

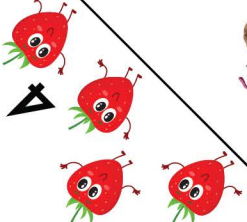

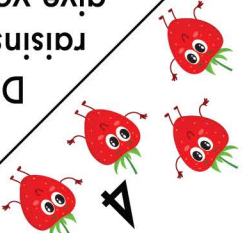
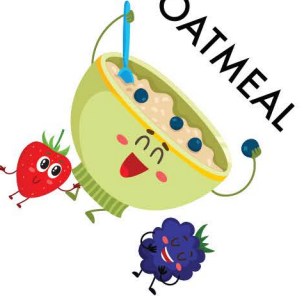
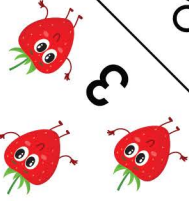


Discussion Questions

- Can you explain with a calorically dense WHOA food is?
- What could you say to help a family member understand the importance of healthy eating?
- How can you set a healthy example of nutritious eating?

Universal Design Suggestions

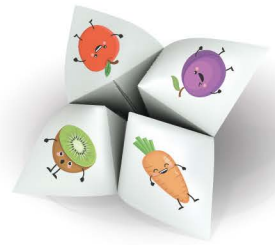
- Allow students to choose how they want to travel from cone to cards.
- Create bright and clear pathways to help students travel from cone to cards.



 <p>LOW-FAT MILK</p>	<p>2</p> 	<p>2</p> 	<p>ORANGE</p> 
<p>1</p> 	<p>GO!</p> <p>Low-fat milk gives you nutrients like protein, vitamins and minerals with no added sugar.</p> 	<p>GO!</p> <p>Fresh fruit has zero hidden sugar and 100% natural energy. It's important to eat every day.</p> 	<p>3</p> 
 <p>4</p> 	<p>GO!</p> <p>Oatmeal gives your body energy to grow and move. Add fresh fruit for sweetness.</p>	<p>GO!</p> <p>Dried fruit like raisins are snacks that give you natural energy, vitamins and minerals.</p> 	<p>4</p> 
<p>OATMEAL</p> 	<p>3</p> 	<p>1</p> 	<p>RAISINS</p> 

GO FOOD Fortune Teller Instructions:

- Step 1:** Pick a GO food. Spell its name while you open/close the fortune teller with each letter.
- Step 2:** Pick a number and count the berries. Open/close the fortune teller with each number you count.
- Step 3:** Pick another number. Open/close the fortune teller with each number you count.
- Step 4:** Pick and open a flap. Learn something about GO foods. Go home and share what you've learned.



<p>WHOLE MILK</p>	<p>2</p>	<p>2</p> <p>100% juice SLOW has vitamins without added sugar. Enjoy a little bit but remember to drink water all day.</p>	<p>100% JUICE</p>
<p>1</p> <p>SLOW</p> <p>Whole milk gives you lots of nutrients, but adds extra fat to your day.</p>		<p>3</p>	
<p>GRANOLA</p>	<p>4</p> <p>SLOW</p> <p>Granola can be great, with vitamins and fiber. Watch out for added sugars and fat that make it a slow food.</p>	<p>4</p> <p>SLOW</p> <p>Graham crackers do have some added sugar. Find whole grain for a sometimes snack.</p>	<p>GRAHAM CRACKERS</p>
<p>GRANOLA</p>	<p>3</p>	<p>1</p>	<p>GRAHAM CRACKERS</p>

SLOW FOOD Fortune Teller Instructions:

- Step 1:** Pick a SLOW food. Spell its name while you open/close the fortune teller with each letter.
- Step 2:** Pick a number and count the crackers. Open/close the fortune teller with each number you count.
- Step 3:** Pick another number. Open/close the fortune teller with each number you count.
- Step 4:** Pick and open a flap. Learn something about SLOW foods. Go home and share what you've learned.



<p>FLAVORED MILK</p>	<p>2</p>	<p>2</p>	<p>ORANGE SODA</p>
<p>1</p> <p>WHOA! Flavored milk looks fun and gives you nutrition. But, Lil Sugar is there! Watch out for a lot of added sugar!</p>		<p>WHOA! Soda is a treat but Lil Sugar added lots of sugar and artificial stuff you body doesn't need.</p>	<p>3</p>
	<p>WHOA! Don't let Lil Sugar trick you! Sugar Cereals should only be eaten once in a while.</p>	<p>WHOA! Cookies don't give you what you really need to stay healthy. Enjoy as a tasty treat once in a while.</p>	<p>4</p>
<p>HIGH-SUGAR CEREAL</p>	<p>3</p>	<p>1</p>	<p>COOKIES</p>

WHOA FOOD Fortune Teller Instructions:

- Step 1:** Pick a WHOA food. Spell its name while you open/close the fortune teller with each letter.
- Step 2:** Pick a number and count the cookies. Open/close the fortune teller with each number you count.
- Step 3:** Pick another number. Open/close the fortune teller with each number you count.
- Step 4:** Pick and open a flap. Learn something about WHOA foods. Go home and share what you've learned.

DANCE WITH WORDS DANCE CARDS

Print, Cut, Create, Dance



Hot Sauce



**Low-fat
String Cheese**



Peas in a Pod



Bananas



Oranges



Squash

DANCE WITH WORDS DANCE CARDS

Print, Cut, Create, Dance



SLOW!

**Peanut Butter
Spread**



SLOW!

**Chicken
Drumstick**



SLOW!

Cheddar Cheese



SLOW!

Veggie Burger



SLOW!

**Baked
French Fries**



SLOW!

**Fresh Squeezed
Orange Juice**

DANCE WITH WORDS DANCE CARDS

Print, Cut, Create, Dance



WHOA!

**Fried
French Fries**



WHOA!

**Fast-Food
Burger**



WHOA!

Giant Cookie



WHOA!

Potato Chips



WHOA!

**Fried
Chicken Wings**



WHOA!

**Movie Theater
Popcorn w/Butter**

DANCE WITH WORDS DANCE CARDS

Print, Cut, Create, Dance



Water



Wild Rice



**Pasta with
Tomato Sauce**



**Popcorn with
Vegetable Oil**



Fruit Roll-Ups



Jelly Donut

FOOD GROUP TAG AND MOVE

Written by: Olivia Martinelli, Seaside Charter School (FL)

- **Health Skills:** I can discuss the importance of eating healthy and exercising.
- **Nutrition Education:** I can identify at least 1 food from each food group.
- **Social & Emotional Learning:** I can demonstrate activities that improve my physical and mental health.

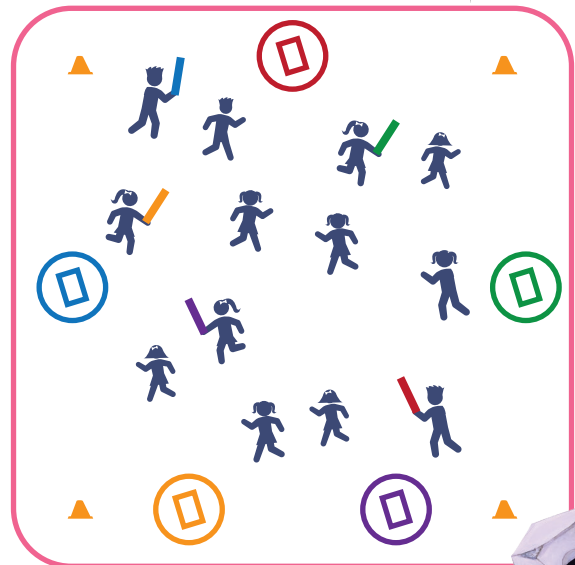
LEARNING TARGETS

What you need...

- 5 foam noodles (red, orange, green, blue, purple)
- 5 hoops (red, orange, green, blue, purple)
- Food Group Reentry Cards with exercises and a food from one of the 5 food groups
- Cones to create boundaries

How to set it up...

- Create boundaries with cones.
- Place hoops around the perimeter with a reentry card in each hoop with a food that matches the food group color.
- Scatter students in area. Choose 5 taggers – 1 for each food group.



This activity is Food Group Tag and Move.

- The object of the game is for taggers to tag students and send them to Food Group Reentry Stations. Let's take just a minute to review the 5 food groups.
- On the start signal, the game of tag begins inside the playing area.
- Taggers have noodles that match the colors of the food 5 groups (red, blue, green, orange, purple). Taggers will attempt to tag other students from the shoulders down.
- Tagged students must go to the hula hoop reentry station that matches the color noodle that tagged them, and then perform the activity in the hoop before reentering the game.



HOW TO PLAY

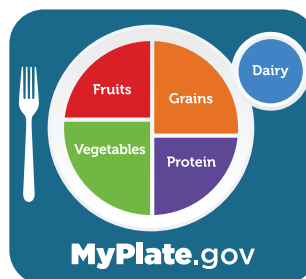
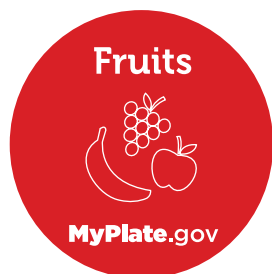
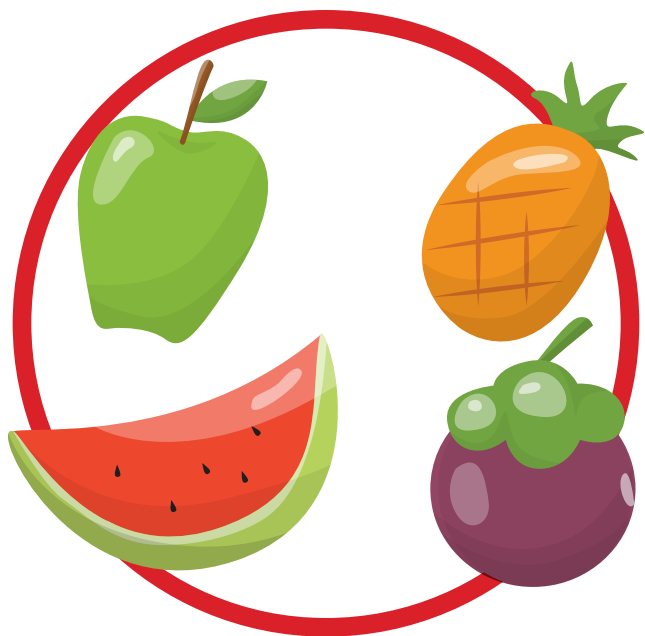
Discussion Questions

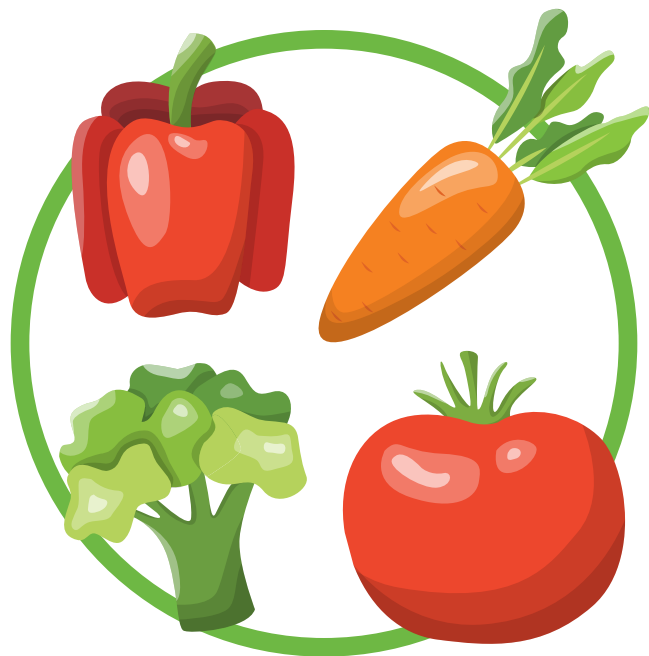
- Name a food from each food group. Why is it important to eat healthy foods from each group?
- Why is it important to be physically active every day?
- How do exercise and healthy eating work together to keep our bodies and minds healthy?

Universal Design Suggestions

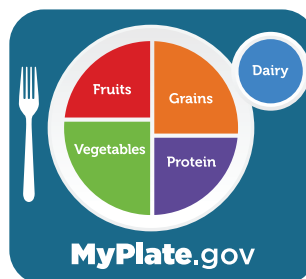
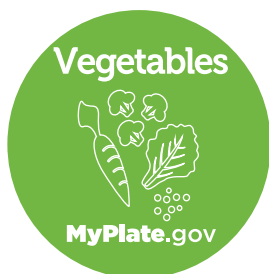
- Modify the size of the activity area and use brightly colored boundary markers.
- Create reentry cards that match the abilities and interests of your students.

Jump and Land 5X

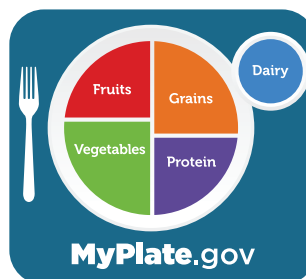
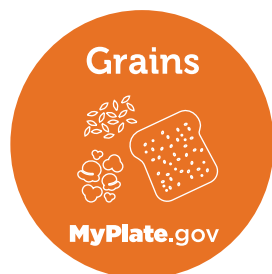
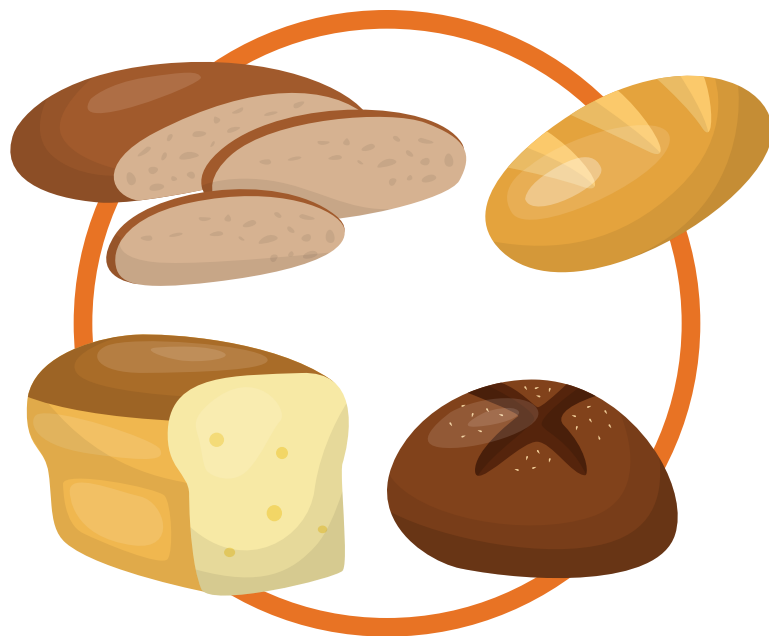


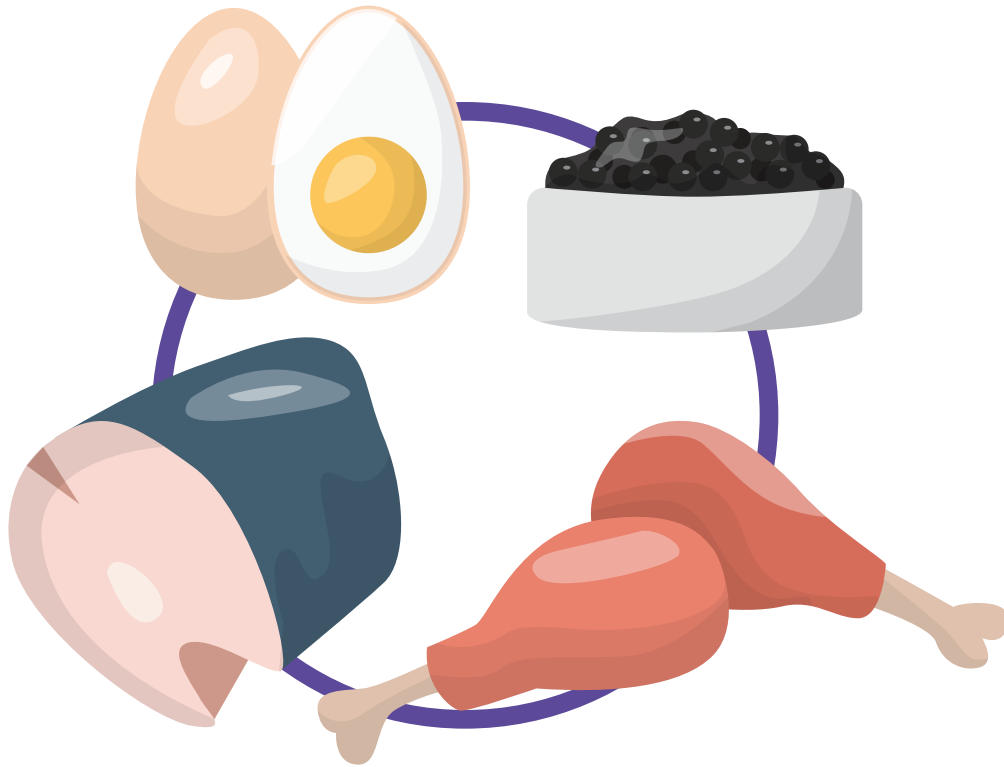


Squat 5X

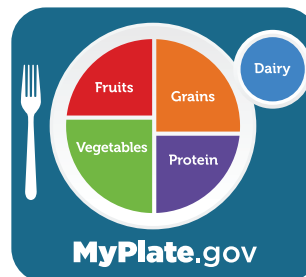
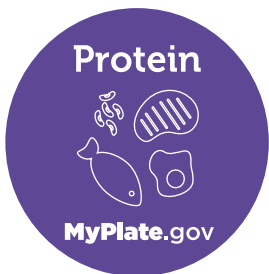


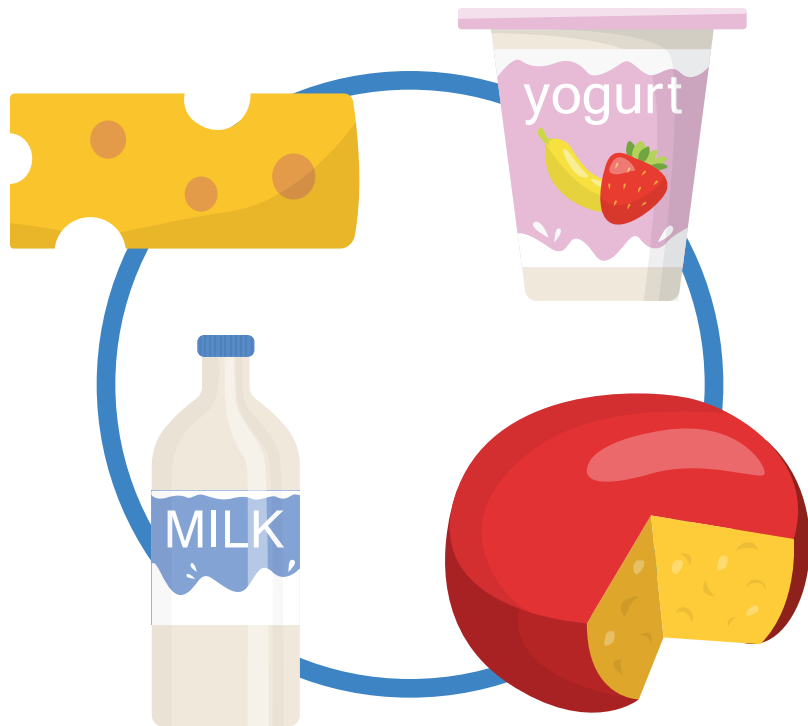
Balance on 1 Foot 5 Seconds



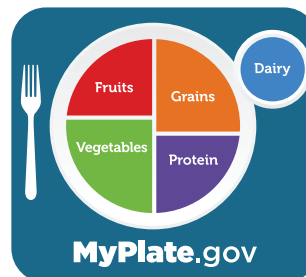


Breathe Deeply 5X





Jumping Jacks 5X



GO OR WHOA REENTRY TAG

Written by: Mary Colburn, Moffett Elementary School (CA)

- **Health Skills:** I will identify behaviors that promote good health.
- **Nutrition Education:** I will identify GO foods that can help build healthful meals.
- **Social & Emotional Learning:** I will regulate my behavior and emotions while following the rules and etiquette of physical education class.

LEARNING TARGETS

What you need...

- Cones to create boundaries
- GO or WHOA Food Cards
- GO or WHOA Food Chart
- Pool Noodles to Identify Taggers

How to set it up...

- Create a large activity area using cones.
- Post the Food Charts on each cone using tape or task tents.
- Create Energy Stations by placing a pile of Food Cards face down on the sidelines in between cones.



This activity is GO or WHOA Reentry Tag!

- The object of this game is to avoid being tagged. If you are tagged, go to the energy station where you'll choose a food to give you energy.
- Next, quickly move to the energy chart and find your food.
- If you chose a GO food, quickly place the card back in the pile and reenter the game right away.
- If you chose a WHOA food, you must move around to the waiting room where you'll have to name 10 healthy behaviors before reentering the game.
- After 3-5 minutes choose new taggers.

HOW TO PLAY

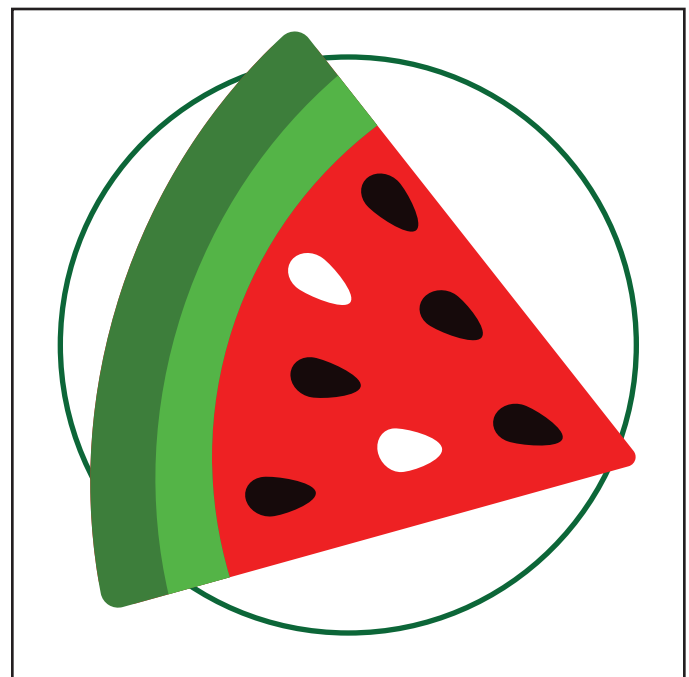
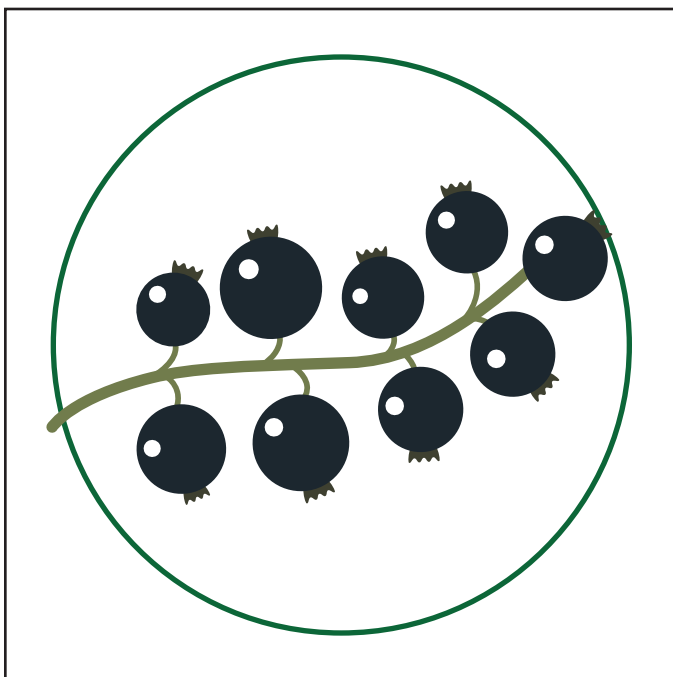
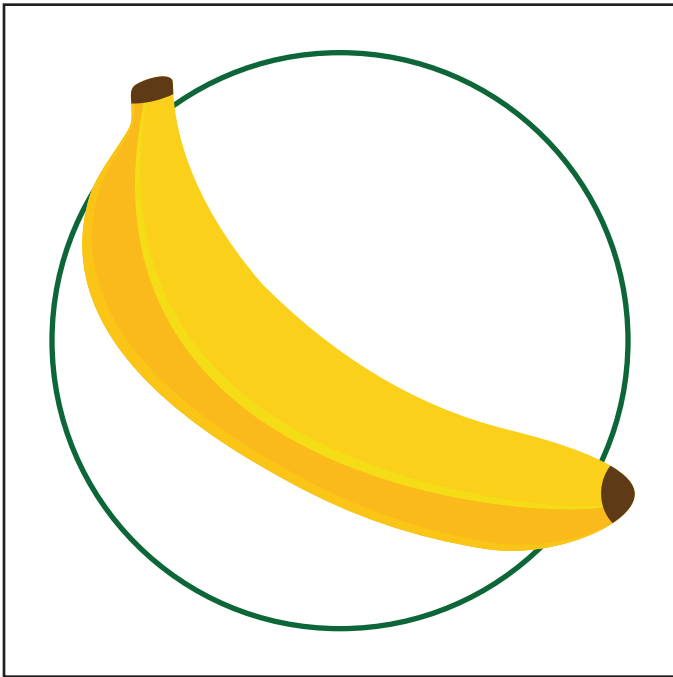
Discussion Questions

- What GO foods do you like to eat as a part of a healthy snack or meal?
- Eating GO foods is good for your body. What other behaviors are good for you?
- Why is it important to follow rules and etiquette in physical education class?

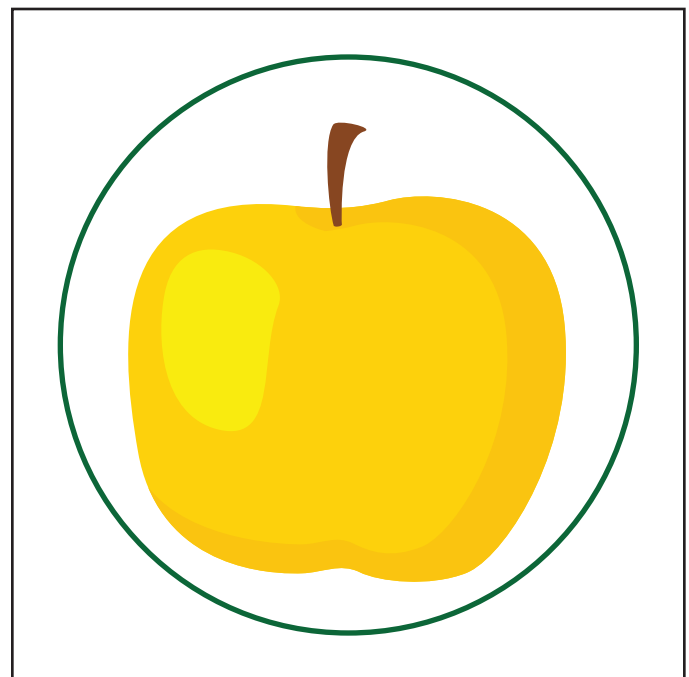
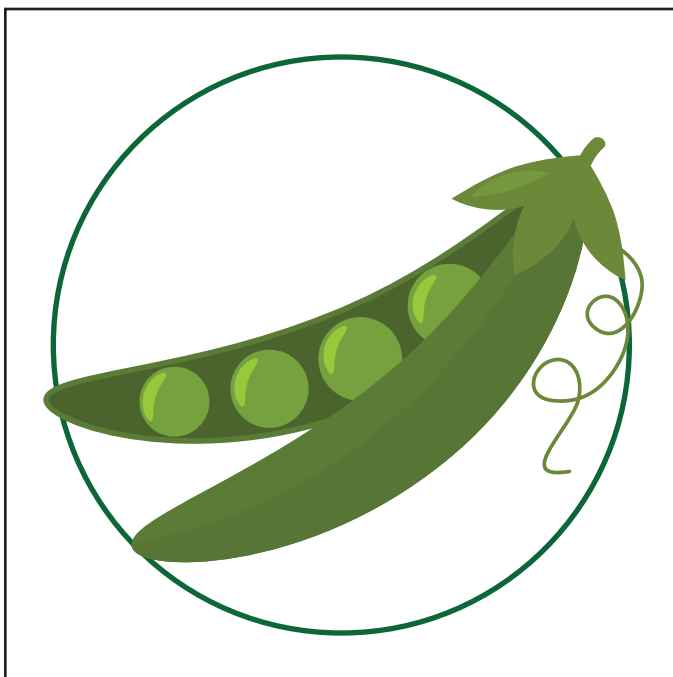
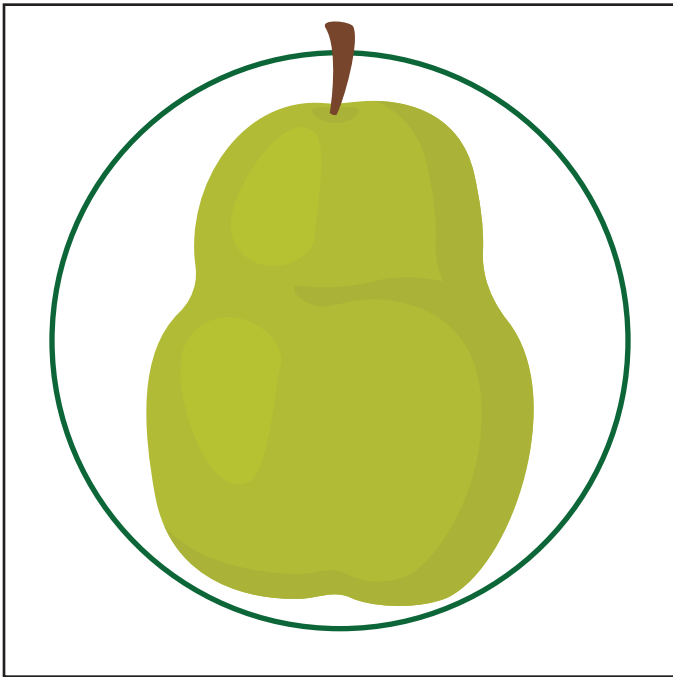
Universal Design Suggestions

- Allow students to use different size noodles or objects for tagging people.
- Use different locomotor skills and ways of moving instead of running.

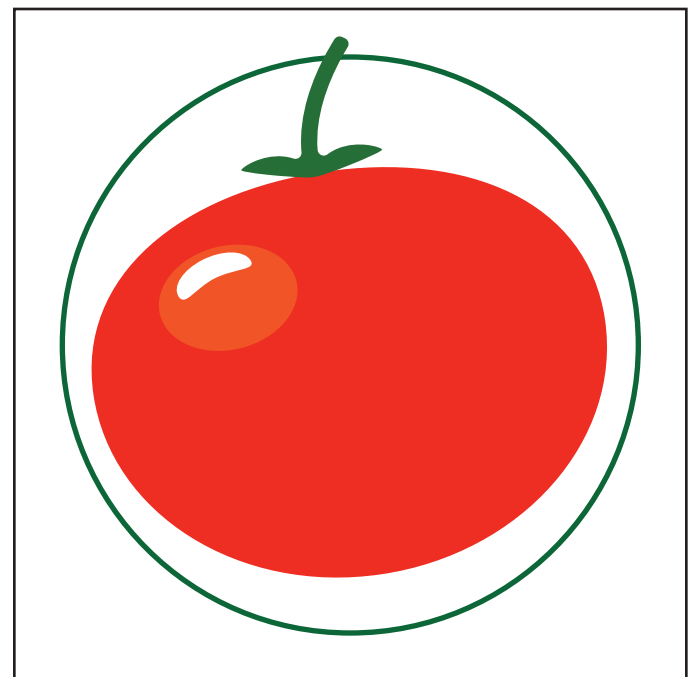
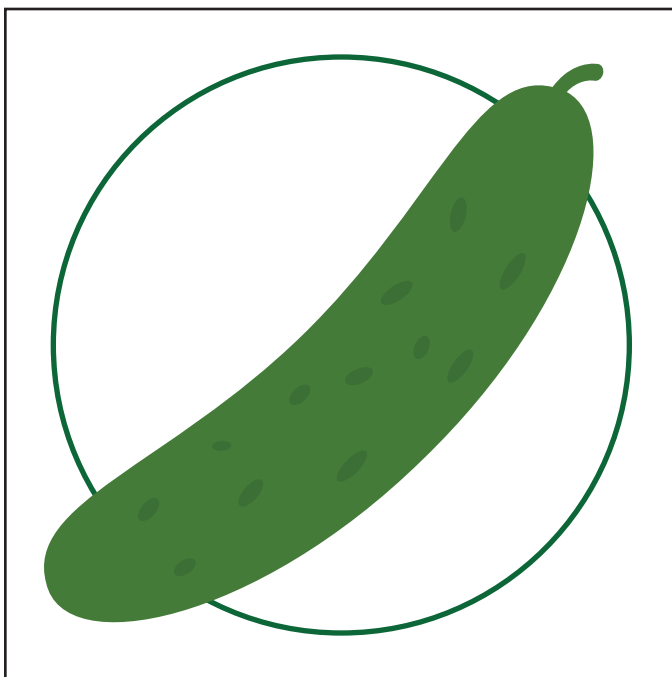
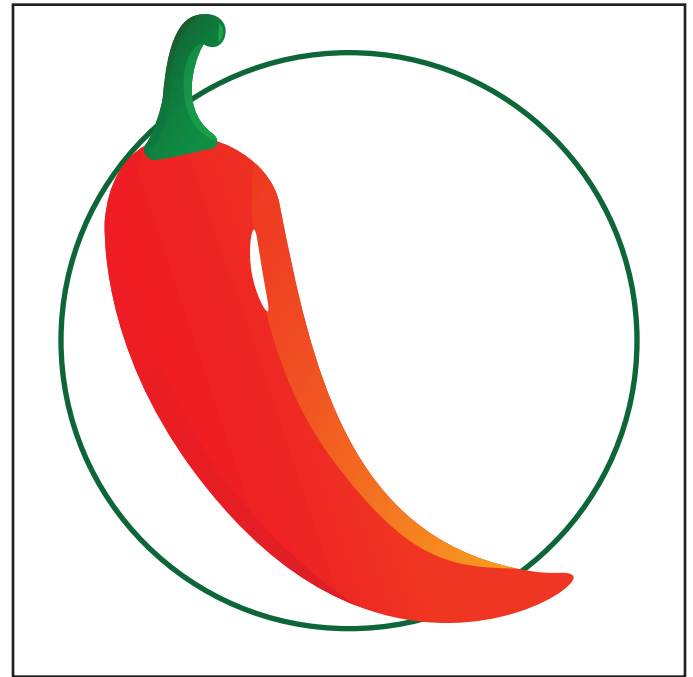
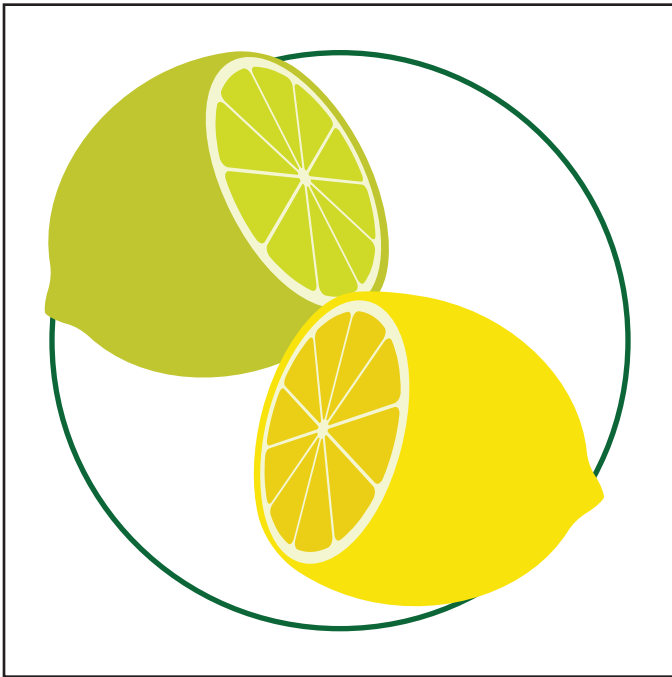
Cut, Shuffle and Stack



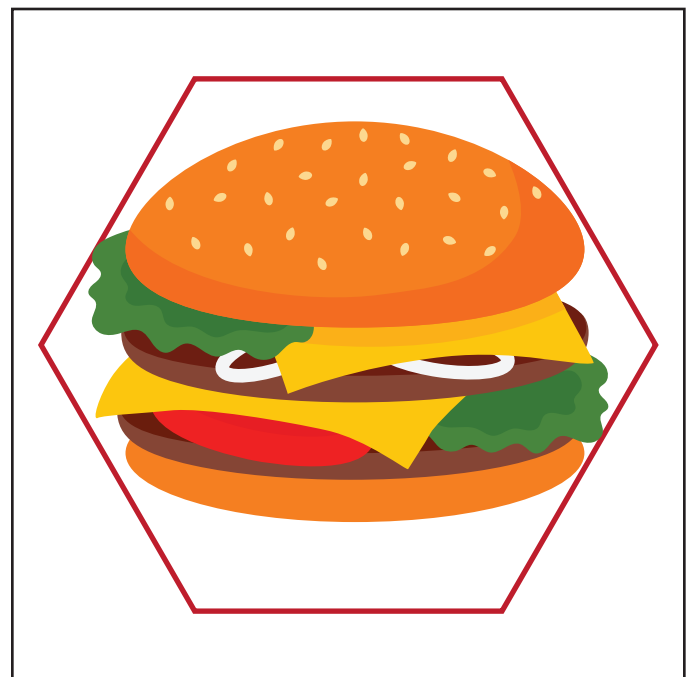
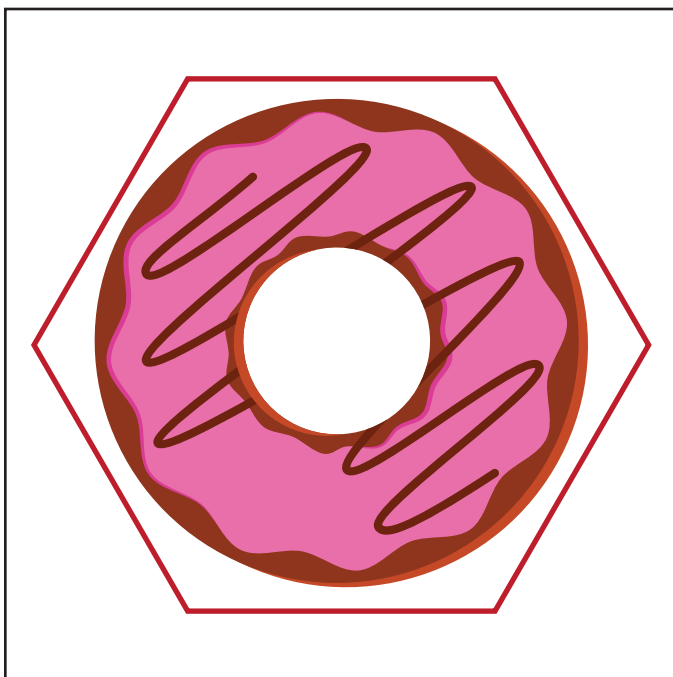
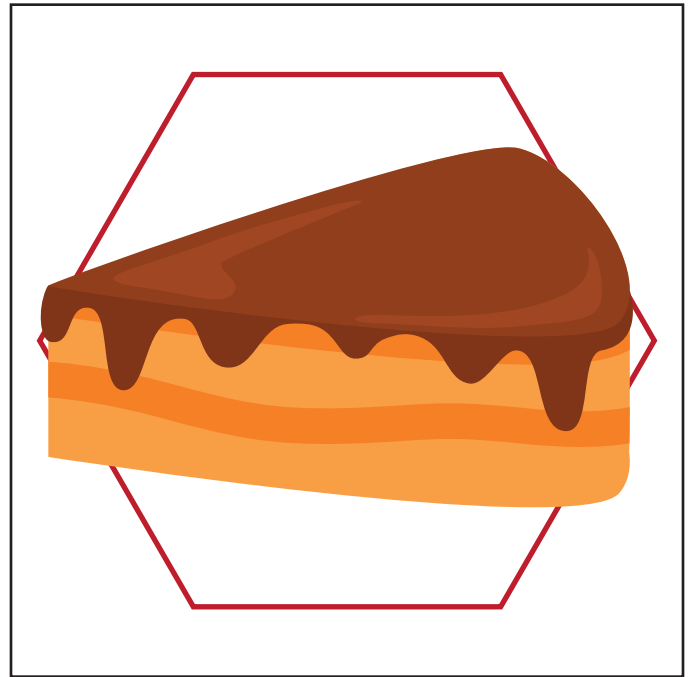
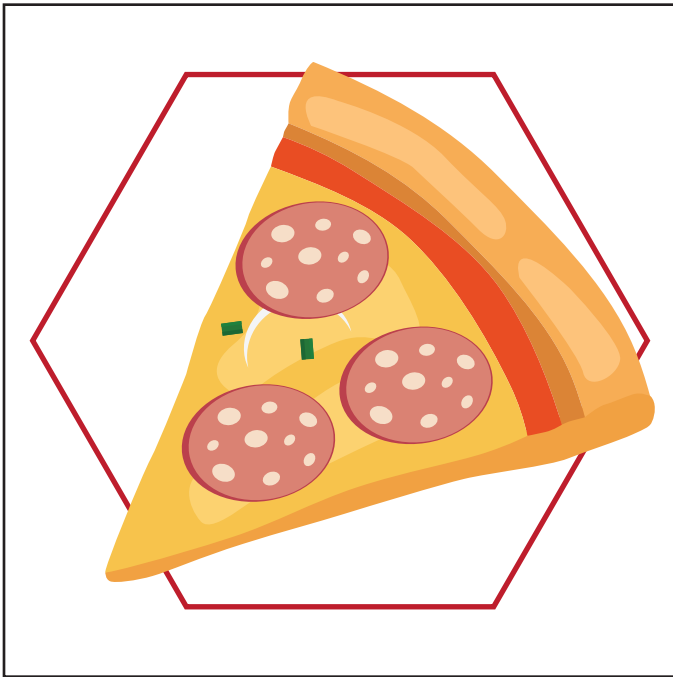
Cut, Shuffle and Stack



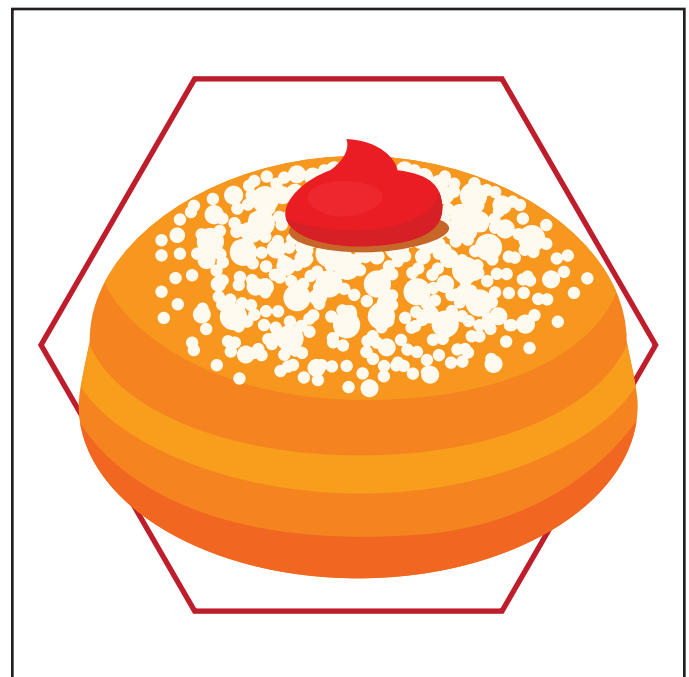
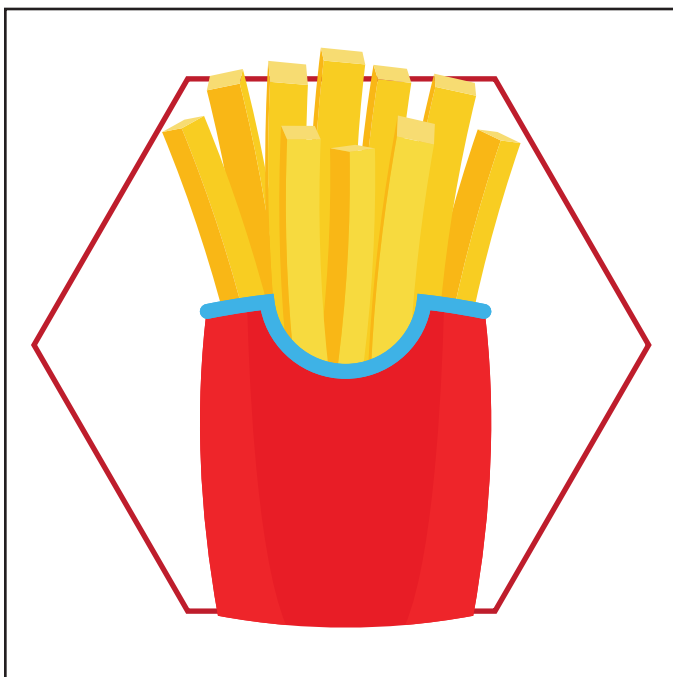
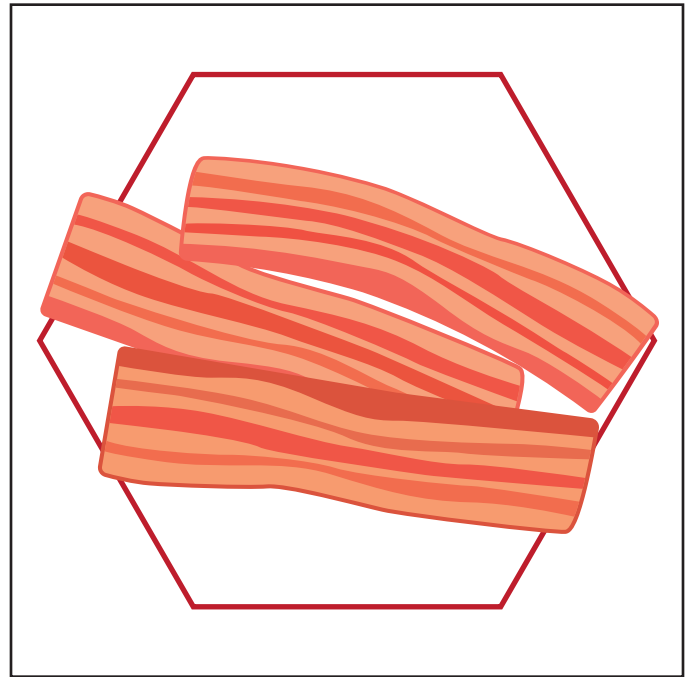
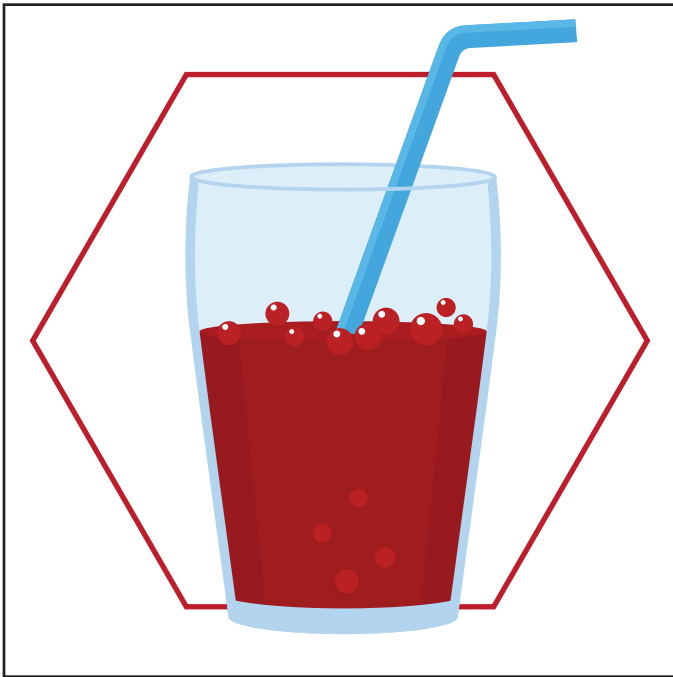
Cut, Shuffle and Stack



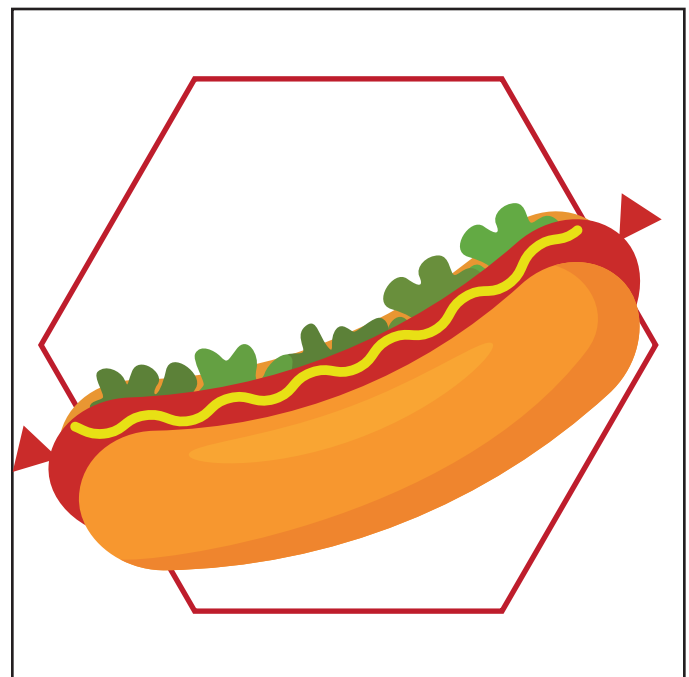
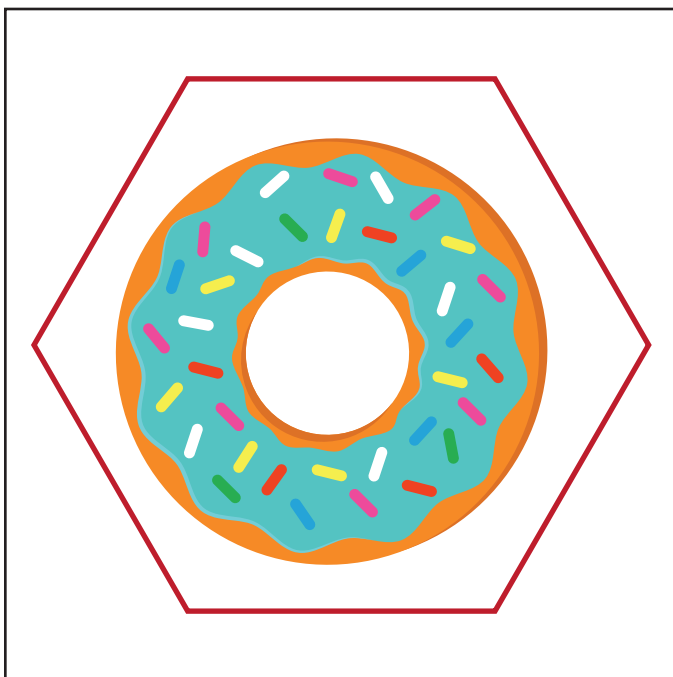
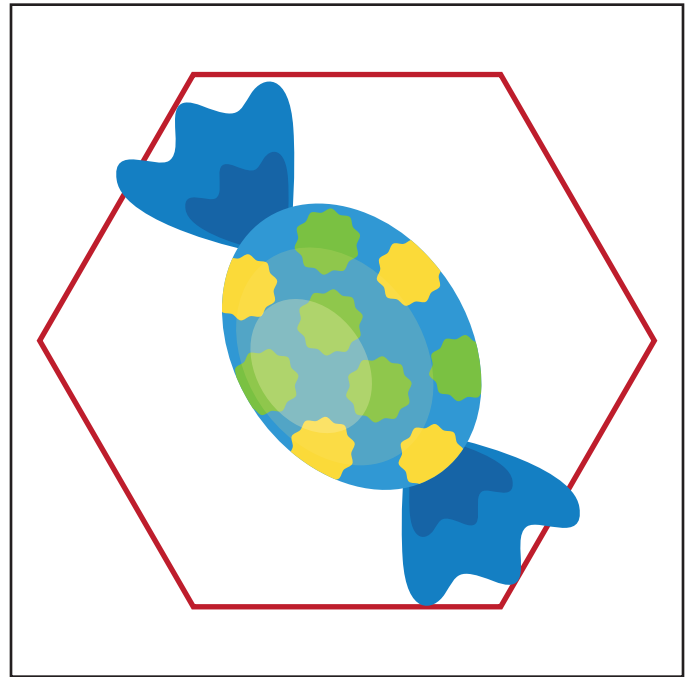
Cut, Shuffle and Stack



Cut, Shuffle and Stack

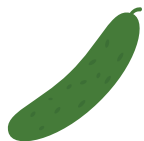


Cut, Shuffle and Stack



Is is GO or WHOA? Check the chart below.

GO FOODS



WHOA FOODS



CHASE THE RAINBOW

Written by: Daniel Hill, Tates Creek Elementary (KY)

- **Health Skills:** I will discuss GO or SLOW foods from each food group that my family likes to eat.
- **Nutrition Education:** I will be able to identify the 5 basic food groups.
- **Social & Emotional Learning:** I will demonstrate behaviors that create a safe learning environment for myself and my classmates.

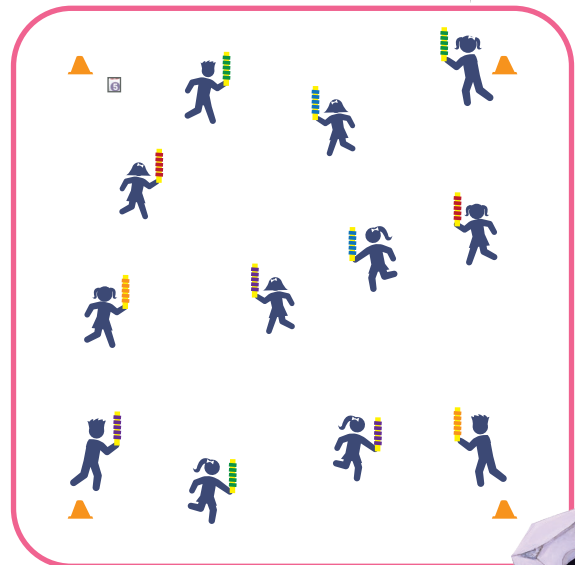
LEARNING TARGETS

What you need...

- Cones to mark boundaries
- Colorz Foam Dice (Dice with 6 color sides)
- 5 Wrist bands per student - each student with 1 color using 5 colors to match the 5 food groups (Red, Orange, Green, Blue, Purple).
- 1 Cut Foam Noodle per student for tagging

How to set it up...

- Create a large activity area using cones.
- Place 5 wrist bands on each noodle (all the same color). For example, a noodle will have all red wrist bands, or all orange, or all green, and so on.
- Scatter students in the area, each with a noodle.



This activity is Chase the Rainbow!

- The object of the game is to collect wristbands from each of the 5 food groups (red, orange, green, blue, and purple). You'll do that by tagging your classmates and collecting different colors.
- On the start signal, a class leader will roll the die and call out the color that the die lands on. For example, they might call out ORANGE!
- As soon as the color is called, students assigned that color would begin tagging their classmates. If tagged, give an armband to the person who tagged you. If you have more than one color when tagged, the tagger gets to choose.
- We'll play each round until someone collects all 5 colors.



HOW TO PLAY

Discussion Questions

- What are the 5 food groups?
- Can you name a GO food from each food group that you and your family like to eat?
- Can you name a SLOW food from each food group that you and your family like to eat?

Universal Design Suggestions

- Change the pace of each round by choosing new locomotor skills.
- Play in small grids with fewer students. Allow students to play with others of similar skill and competitive preferences.

LIL SUGAR DON'T RUSH THE BRUSH TAG

Written by: Pam Straker, Red Bluff Elementary (TX)

- **Health Skills:** I will discuss the importance of brushing my teeth 2x daily for 2 minutes.
- **Nutrition Education:** I will discuss the importance of limiting WHOA foods.
- **Social & Emotional Learning:** I will demonstrate behaviors that create a safe learning environment for myself and my classmates.

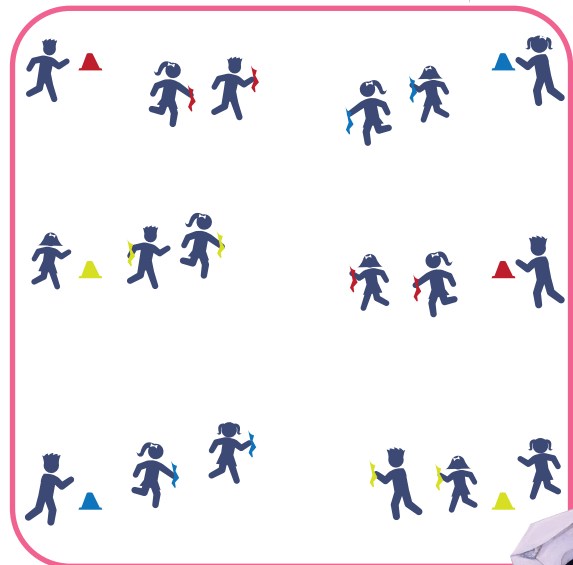
LEARNING TARGETS

What you need...

- 12 Pinnies – 4 per color, 3 colors (red/blue/yellow)
- 6 Large game cones in colors that match pinnies
- Low profile cones

How to set it up...

- Set up 6 large cones around the perimeter with low profile cones in between each large cone to establish clear boundaries.
- Divide the class into 6 teams – 2 teams of each color.
- Give the first 2 teammates in each line pinnies that match the team color. Pinnies carried by each player to allow for an easy handoff.



This activity is Don't Rush the Brush Tag!

- The object is to avoid being tagged during each 2-minute round. It's important to brush our teeth for a full 2 minutes 2X per day.
- On the start signal, the first 2 people on each team will enter the game.
- YELLOW is the sugar team and must try to tag the RED team.
- RED is the gums and teeth team and must try to tag the BLUE team.
- BLUE is the toothpaste team and must try to tag the YELLOW team.
- If tagged, freeze where you are tagged. The next player in your line will come to you, take your pinnie, and then quickly begin playing while you return to your home base cone. Players cannot be tagged when they're in transition.
- At the end of the 2 minutes, we'll reset for another round of play.



HOW TO PLAY

Discussion Questions

- Why is it important to brush our teeth every day? Why is it important to brush for 2 minutes?
- Why is it important to limit the WHOA foods that we eat? How is limiting WHOA foods good for our teeth?

Universal Design Suggestions

- Add or remove the number of teams to make the game more simple or more complex. Example: add a GREEN team (representing germs). GREEN tags YELLOW and is tagged by BLUE.

MYPLATE ROCK, PAPER, SCISSORS (RPS)

Written by: Savannah Vawter, Red Bluff Elementary (TX)

- **Health Skills:** I will discuss the importance of building balanced meals with nutritious foods.
- **Nutrition Education:** I will be able to name all 5 food groups.
- **Social & Emotional Learning:** I will demonstrate positive behaviors and use positive language while I compete with other teams.

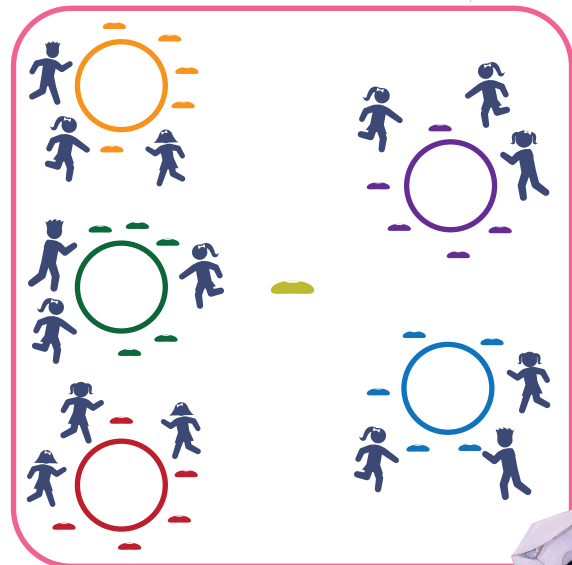
LEARNING TARGETS

What you need...

- 5 Low profile cones per team (1 each blue, red, purple, green, orange)
- 1 Yellow low profile cone
- 1 hoop per team for 5 or 10 teams (blue, red, purple, green, orange)

How to set it up...

- Spread hoops evenly in activity area with low profile cones of matching color surrounding the hoop.
- Place 1 yellow cone in the center of the area.
- Create 5 (or 10) equal teams – depending on class size.
- Send each team to a home base hoop.



This activity is MyPlate Rock, Paper, Scissors (RPS)!

- The object is to win games of RPS in order to collect all 5 food groups (cones), and then place them inside your team's hoop. Finally, compete for the "sometimes" food (yellow cone).
- On the start signal, send a teammate to another team to play RPS. If your team wins, take a cone from outside of their hoop and then place it inside of your hoop. As soon as you're back the next player can go.
- If you lose, return to your team right away so the next player can go.
- Once you gather the 4 other color cones, place your team's color cone in the hoop and then play the teacher in a game of RPS to try and win the yellow cone.
- The round ends when a team wins the yellow cone.



HOW TO PLAY

Discussion Questions

- What is a balanced meal? Why is it important to build balanced meals with nutritious foods?
- Can you name 1 nutritious food from each of the 5 food groups?

Universal Design Suggestions

- Allow students to travel and compete in pairs as a way of supporting students who may need it.
- Provide visual posters as reminders of the rules of Rock, Paper, Scissors.

MYPLATE SHOPPING CART ROCK, PAPER, SCISSORS

Written by: Kaylah Ailman, Battles Elementary (CA)

- **Health Skills:** I will be able to identify the 5 basic food groups.
- **Nutrition Education:** I will be able to list nutritious foods from each food group.
- **Social & Emotional Learning:** I will work cooperatively with my team and compete fairly with others.

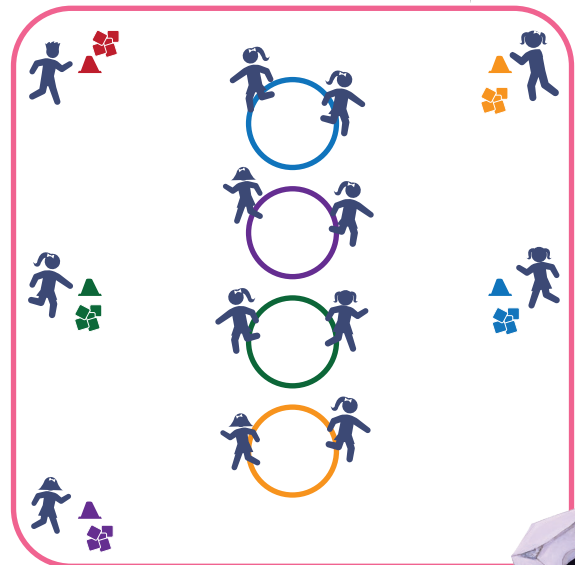
LEARNING TARGETS

What you need...

- 1 Hoop per team (shopping carts)
- 5 Different colored bean bags per team (Red, Orange, Green, Blue, Purple)
- 5 Different colored cones to match bean bag colors

How to set it up...

- Place 5 cones around the perimeter of the area.
- Place bean bags in piles next to cones of matching colors.
- Evenly space hoops in the center of the activity area.
- Create equal teams with 1 team per hoop.
- Assign 1 or more teams as check-out clerks behind cones.
- Easily modify this set-up for a smaller classroom.



This activity is MyPlate Shopping Cart RPS!

- The object is to fill your team's shopping cart with 1 food from each of the 5 food groups (5 total) to build a balanced meal. Do that by winning a game of Rock, Paper, Scissor (RPS) at each of the 5 check-out counters (cones).
- To begin, players must have a foot inside their hoops. On the start signal, all players scatter and go to different checkout counters (cones). Play RPS against the clerk. If you win, the clerk will give you a beanbag. If you lose, go to a different cone and try again. If you get to a cone and there is someone already playing, do jumping jacks while you wait.
- The round ends when a team collects all 5 food groups (colors).
- **Shopping list round:** Use a large white board with 5 color markers. When you collect a beanbag, quickly move to the whiteboard and write a food from that food group on the team shopping list. No food can be written on the list twice.
- The team that finishes first becomes the new check-out clerks.



HOW TO PLAY

Discussion Questions

- Why is it important to eat foods from each of the food groups?
- Can you name a food from each food group and 1 benefit of eating that food?

Universal Design Suggestions

- Allow pairs of students to work together – providing peer support for all students.

GO, SLOW, WHOA FORTUNE TELLERS

Written by: Andrea Hart, RDN

- **Health Skills:** Students will communicate positive nutrition messages to their peers and family members based on GO, SLOW and WHOA food categories.
- **Nutrition Education:** Students will use GO, SLOW and WHOA language to identify foods that promote good health.
- **Social & Emotional Learning:** I will talk to my family about the importance of choosing GO foods as often as possible for our physical health.

LEARNING TARGETS

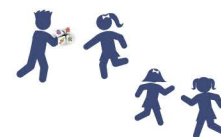
What you need...

- GO, SLOW, WHOA Fortune Tellers
- GO, SLOW, WHOA Fun Fact Page
- HHPH.org Music



How to set it up...

- Divide the activity area into 3 sections: GO, SLOW, WHOA.
- At least 2 or 3 fortune tellers per area.
- Divide students into 3 groups with at least 2 GSW Captains per area.



This activity is GO, SLOW, WHOA Fortune Tellers.

- The object is to use fun fortune tellers to learn about GO, SLOW, and WHOA foods.
- When the Hip Hop Public Health music starts, the GSW Captains will work with a classmate to complete a round of a fortune teller. Fortune teller instructions are provided on the printed fortune teller pages.
- After learning a GO, SLOW, WHOA fact, students will find another student who is waiting for a turn and practice teaching them the fact just learned.
- We'll play music until all students get a turn with a fortune teller in their section. Then, we'll stop the music and rotate to a new section.
- When the music restarts, begin again. I'll assign new captains with each rotation.

Discussion Questions

- What is a GO food? What is a SLOW food? What is a WHOA food?
- Why is it important to understand the difference between GO, SLOW, WHOA foods?
- Can we use blank fortune tellers to create our own GO, SLOW, WHOA messages?

Universal Design Suggestions

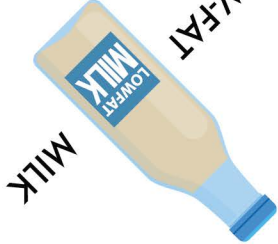
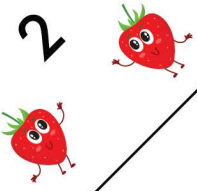
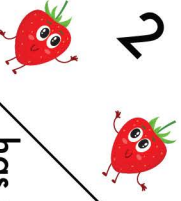
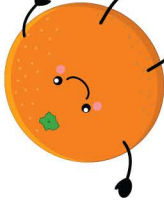



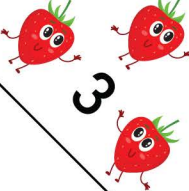
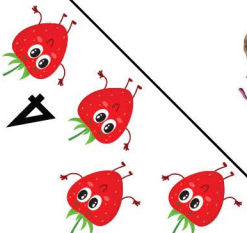


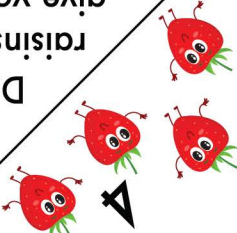
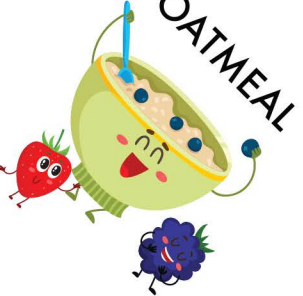
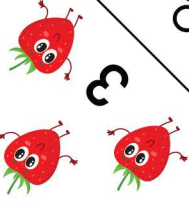


- Pair students together so that they can support one another as they read and listen.
- Use blank fortune tellers to create custom fortune tellers that meet student needs.



HOW TO PLAY

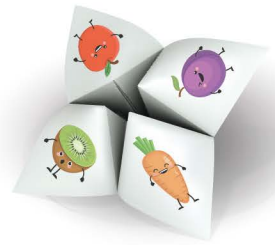




	<p>2</p> 	<p>2</p> 	<p>ORANGE</p> 
<p>1</p> 	<p>GO!</p>  <p>Low-fat milk gives you nutrients like protein, vitamins and minerals with no added sugar.</p>	<p>GO!</p> <p>Fresh fruit has zero hidden sugar and 100% natural energy. It's important to eat every day.</p> 	<p>3</p> 
	<p>GO!</p>  <p>Oatmeal gives your body energy to grow and move. Add fresh fruit for sweetness.</p>	<p>GO!</p> <p>Dried fruit like raisins are snacks that give you natural energy, vitamins and minerals.</p> 	<p>4</p> 
<p>OATMEAL</p> 	<p>3</p> 	<p>1</p> 	<p>RAISINS</p> 

GO FOOD Fortune Teller Instructions:

- Step 1:** Pick a GO food. Spell its name while you open/close the fortune teller with each letter.
- Step 2:** Pick a number and count the berries. Open/close the fortune teller with each number you count.
- Step 3:** Pick another number. Open/close the fortune teller with each number you count.
- Step 4:** Pick and open a flap. Learn something about GO foods. Go home and share what you've learned.



<p>100% JUICE</p>	<p>2</p>	<p>WHOLE MILK</p>	<p>2</p>
<p>GRAHAM CRACKERS</p>	<p>3</p>	<p>100% JUICE</p>	<p>3</p>
<p>GRANOLA</p>	<p>4</p>	<p>WHOLE MILK</p>	<p>4</p>
<p>GRAHAM CRACKERS</p>	<p>1</p>	<p>100% JUICE</p>	<p>1</p>

SLOW FOOD Fortune Teller Instructions:

- Step 1:** Pick a SLOW food. Spell its name while you open/close the fortune teller with each letter.
- Step 2:** Pick a number and count the crackers. Open/close the fortune teller with each number you count.
- Step 3:** Pick another number. Open/close the fortune teller with each number you count.
- Step 4:** Pick and open a flap. Learn something about SLOW foods. Go home and share what you've learned.



<p>WHOA! Flavored milk looks fun and gives you nutrition. But, Lil Sugar is there! Watch out for a lot of added sugar!</p>		<p>WHOA! Soda is a treat but Lil Sugar added lots of sugar and artificial stuff you body doesn't need.</p>	
	<p>WHOA! Don't let Lil Sugar trick you! Sugar Cereals should only be eaten once in a while.</p>		<p>WHOA! Cookies don't give you what you really need to stay healthy. Enjoy as a tasty treat once in a while.</p>

WHOA FOOD Fortune Teller Instructions:

- Step 1:** Pick a WHOA food. Spell its name while you open/close the fortune teller with each letter.
- Step 2:** Pick a number and count the cookies. Open/close the fortune teller with each number you count.
- Step 3:** Pick another number. Open/close the fortune teller with each number you count.
- Step 4:** Pick and open a flap. Learn something about WHOA foods. Go home and share what you've learned.

NUTRITION FOODLE

Written by: James Hambel, PS 457 (NY)

- **Health Skills:** I will discuss the importance of eating nutritious food.
- **Nutrition Education:** I will identify foods that promote good health.
- **Social & Emotional Learning:** I will demonstrate behaviors that help to create a positive learning environment.

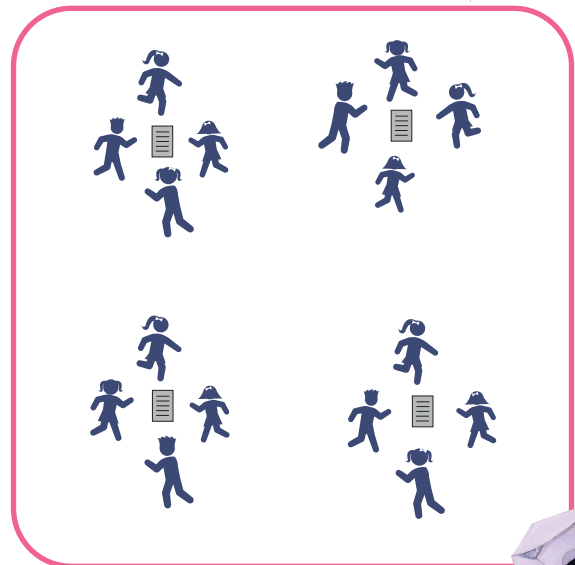
LEARNING TARGETS

What you need...

- Foodle Cards
- Nutrition Education Food Word Lists
- Pencils
- Use a computer and LCD projector to play in large groups.

How to set it up...

- Create pairs or teams for students to play and discuss concepts together.
- Give each team a Foodle Card and a pencil.
- Watch this [YOUTUBE Demonstration](#) of how to play Wordle. (Wordle is the game that this activity is based on.)



This activity is Nutrition Foodle!

- The object of this game is for you and your teammates to solve the puzzle in 6 (or fewer) guesses. The teacher will choose 1 word for the entire class to guess.
- On the start signal, everyone will begin making their guesses by writing a word in the first row of boxes. The teacher will quickly look at the guesses and tell each group which letters are in the correct spaces, which letters appear in the word but are not in the correct spaces, and which letter do not appear at all. Use your Foodle Card to keep track of all of your guesses.
- Use the new clues to continue this process until the word is guessed correctly, or all groups take all 6 of their guesses.



HOW TO PLAY

Discussion Questions

- What makes a food nutritious? Why is it important to eat nutritious foods?
- Can you make a list of 10 foods that promote good health?
- Can you put each of those foods in the correct food group?

Universal Design Suggestions

- This game can be played in large groups or in centers. If played in centers choose a word official.
- Give students contextual clues that can help them solve the puzzle. For example, if the word is APPLE – tell students that the clue is a fruit.

Nutrition Foodle Puzzle Words

4-Letter Words

PEAR

FOOD

CORN

FISH

MILK

OATS

PLUM

RICE

BEET

KALE

KIWI

LEEK

LIME

TOFU

5-Letter Words

FRUIT

DAIRY

APPLE

GRAIN

BREAD

BERRY

MELON

GRAPE

LEMON

MANGO

OLIVE

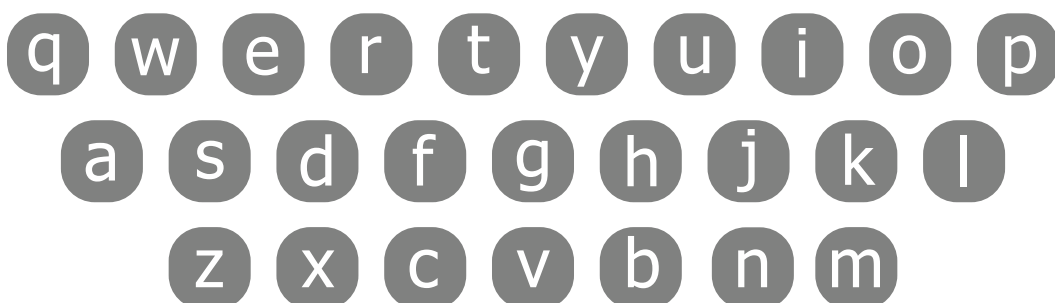
PEACH

BEANS

WHEAT

Start in Row 1. Guess the word. Get letter clues from the Foodle Captain. Guess again in Row 2.
Continue until you've guessed the word, or you've used all 6 rows.

1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Start in Row 1. Guess the word. Get letter clues from the Foodle Captain. Guess again in Row 2.
Continue until you've guessed the word, or you've used all 6 rows.

1					
2					
3					
4					
5					
6					

