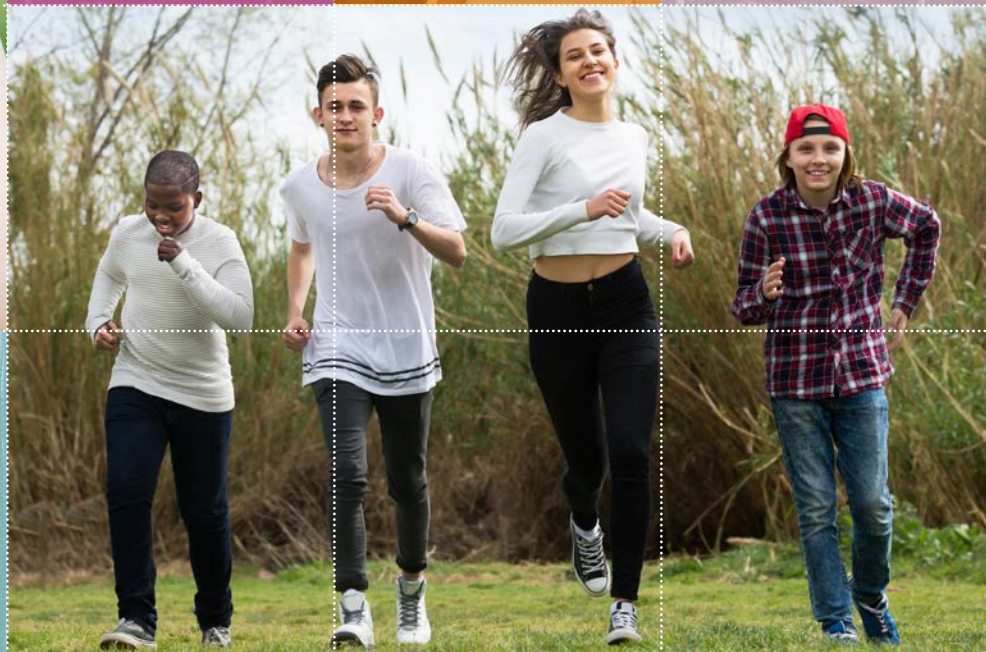


UP4it

ACTIVITY BOOK
LEVEL 2

Publication 21651



This belongs to: _____

Students, welcome to UP4it! By completing this activity guide, you will explore new skills to help you be your best!



Sleep ten hours at night to feel just right.



Select the right food for a better mood.



Choose water first for thirst.



Move and play at least an hour a day.

By making these healthy habits part of your life, you will:

- Have more energy
- Look better
- Feel happier
- Perform better in school and sports

A few things for you to think about when selecting an activity with your teacher:

- The length of each activity varies.
- These activities do not require any preparation. Just grab one when you have the time.
- Some activities you do in your classroom, some you can do outside, and some you take home.
- There are ones you do alone and ones you do with a group.

There may be new vocabulary words. If a word is in *italics*, check the glossary.

You will look at math, science, and reading in a new way when you do these activities. Complete them in order, if possible, so that you will build your knowledge. This activity guide will help you learn ways to be healthier and happier.

Some topics, such as what you like to eat or how you look, are personal. Everyone should be treated with respect when talking about these things. It is good to find value in the way that we are all different. Experts from La Trobe University have said, "A healthy body is one that, whatever shape, size or weight, is in a state of wellbeing, has enough energy, strength and stamina to be active, allows a person to achieve his or her goals and participate in life. A healthy body is not merely the absence of illness or injury. Healthy bodies come in a variety of weights, shapes and sizes."*

*L. M. Hart, et al., "Preventing body dissatisfaction and unhealthy eating patterns in children: Strategies for parents of preschoolers," La Trobe University, Melbourne, Aust., 2014, p. 8.

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Name: _____

ACTIVITY 1

How is food categorized?

Foods are made up of many smaller pieces called **nutrients**. Different foods contain different kinds and amounts of nutrients. Your body uses these nutrients to build and run everything! They grow your hair, become your blood and skin, help you think, heal your cuts, and build your muscles and bones. Foods are grouped together with similar nutrients. You should eat foods from every group to get the nutrients you need. If you miss some, your body will not function, feel, or look its best. The first thing to learn is what group a food belongs in. This activity will show you how.



DIRECTIONS

60
MIN.

A Activity

1. Carefully remove pages 31–36 from your activity guide.
2. Look at row one of your cards. Determine which food group those foods belong in using the back cover of your activity guide for help.
3. Raise your hand once you know the food group row one belongs in. The teacher can call on a student to share their answer and explain why the food belongs in that group.
4. Have the teacher check the answer sheet on page 38 to see if the guess was correct.
5. Color inside the frame on all the food cards in a row, using the list below:
 - Protein = purple
 - Grains = orange
 - Vegetables and fruits = green
 - Dairy = blue
 - Extras/other = yellow
 - Water = white
6. Once the cards have been colored, cut them out around the outside of the colored frame.
7. Paper clip them together by color.
8. Store in an envelope.

B Reflection

9. Complete the reflection question.

B Reflection

1. Which food group should fill half your plate?



Name: _____

ACTIVITY 2

How would you design an active game?

Do you often find yourself with free time and nothing fun to do? Do you spend more than 2 hours a day of your free time watching TV, playing on the computer, or staring at some other screen? Do you spend less than 1 hour a day being active? Too much sitting and screen time can be bad for your body and brain. Playing active games is fun to do instead! Children all over the world play a variety of games. They use different objects and styles, like obstacle courses or tossing games. Today you will learn how to combine different styles with common objects so that you can have a lifetime of fun. Try your game inside if the weather is bad or outside if the weather is nice.

A Activity

1. Game style:

- Obstacle course (a series of challenges that are laid out in order and timed)
- Hide and seek or hunt (hiding objects or persons)
- Tossing (throwing something a variety of ways, either to someone, into something, or using different techniques)
- Balancing (placing objects on different body parts, or in different ways, while completing physical challenges)
- Olympic (such as running, gymnastics, discus, high jump, dance, or anything else)
- Traditional sports (such as basketball, bowling, golf, soccer, etc.)

2. Game items:

- | | | |
|---|---|---|
| <input type="checkbox"/> scarf | <input type="checkbox"/> playing cards | <input type="checkbox"/> cookie sheet |
| <input type="checkbox"/> kitchen tongs | <input type="checkbox"/> broom/mop | <input type="checkbox"/> chopsticks |
| <input type="checkbox"/> bag | <input type="checkbox"/> paper plate | <input type="checkbox"/> paper |
| <input type="checkbox"/> napkins | <input type="checkbox"/> kitchen chair | <input type="checkbox"/> pillows |
| <input type="checkbox"/> garbage can | <input type="checkbox"/> dry beans | <input type="checkbox"/> paper towel or toilet paper cardboard tube |
| <input type="checkbox"/> socks | <input type="checkbox"/> empty ice cube tray | |
| <input type="checkbox"/> plastic/metal bowl | <input type="checkbox"/> straws | |
| <input type="checkbox"/> dice | <input type="checkbox"/> plastic food container | |
| <input type="checkbox"/> towel | <input type="checkbox"/> food can | |
| <input type="checkbox"/> spatula | <input type="checkbox"/> fruit | |
| <input type="checkbox"/> pots/pans | <input type="checkbox"/> spoons | |

DIRECTIONS

30
MIN.

A Activity

1. Choose a style for your game (check only one).
2. Choose items you have available at home to include in your game (check at least two).
3. Write instructions on how to play your game using the numbered list on page 6. You do not have to use every line. Draw a picture if that helps explain the set-up or rules.
4. Turn to a classmate and take turns sharing your new game.
5. Make changes to your game if needed.

B Goal

6. Bring your new game home by cutting along the dotted scissor line to remove this page from your activity guide.
7. Have your parent/guardian sign when completed and return to your teacher once you have tried your new game.

C Reflection

8. Answer the reflection questions and discuss.

3. Instructions:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



B Goal

GOAL



I played my game with my family.

Once you complete this activity, have your parent/guardian sign below and return to your teacher.

As the parent/guardian, I have seen my child complete this goal.

Signature _____ **Date:** _____

C Reflection

4. After you have played your game with family or friends answer the following questions:

What was the best part of your game?

Do you need to create more rules or set it up differently to make it more fun for everyone?

How could you make it easier? How could you make it more challenging?

How could you use another object to play?

Name: _____



ACTIVITY 3

Which beverage should you always choose first for thirst?

Thirst tells you that you are **dehydrated** and need to drink something. What you drink will impact how you feel and look within minutes of taking your first sip. Something with **caffeine** might make you hyper. Something with a lot of sugar can leave you feeling tired after your body digests it. Something with dark coloring might stain your teeth. A soda may have acids in it that give you a stomachache. These would be things to drink “rarely.” Figure out which beverages are ones you could “always” choose, because they have **nutrients** or **elements** necessary to build a healthy body. If you are looking for something that will take away your thirst while fueling your body, think before you drink! Choose water first for thirst.

Beverage descriptions:

A. Is it water (including carbonated) with no sugar or artificial sweeteners on the ingredient list? Did it come out of the sink (tap)? Is it in a bottle with the only ingredient being “water”? Is it purified? Distilled? Spring? Is there no ingredient list?

If so, this means that nothing has been added and it is an **“always drink.”** Drink as much as you want. If not, read the description for letter B.

B. Is the dairy milk plain, unflavored non-fat or 1%? Is the milk unsweetened soy, rice, or almond?

If so, the milk is an **“always drink”** because it does not have any **added sugar**. This beverage has important **vitamins** and **minerals**. Drink a couple of times a day. If not, read the description for letter C.

C. Is the dairy milk sweetened, flavored, 2%, or whole? Is the milk sweetened almond, rice or soy?

If so, these are **“sometimes drinks.”** It has the same nutrients as plain, unflavored milk, but

has more fat and/or added sugar. Drink this beverage only once a day or less. If not, read the description for letter D.

D. Is it 100% fruit or vegetable juice?

If so, 100% juice is a **“sometimes drink.”** It has nutrients that are good for you, but the energy (calories) in it get used up quickly by your body and can leave you feeling tired. Limit yourself to one juice box (6 to 8 ounces) a day. Anything less than 100% means it has been mixed with some type of sugar. If not, read the description for letter E.


E. Is it a sports drink? Flavored water? Soda? Fruit drink? Tea? Coffee? Slush-type drink? Energy drink?

If so, see if it contains any added sugars or **artificial** sweeteners. This means it is a **“rarely drink.”** These drinks should be limited to no more than once a week. Drinks with added sugars, **caffeine**, artificial sweeteners, colors, and additives can have a negative affect on your appearance. They can also affect your energy level and your performance in school and sports.

DIRECTIONS

45
MIN.

A Activity

1. Take out your food cards.
2. Sort and set aside the cards with a beverage symbol. 
3. Place the rest of the cards back in the envelope.
4. Read the information on the front of the cards and this activity page to help sort the cards into three piles: Always, Sometimes, and Rarely.
5. Review the answers as a class.
6. Circle the correct category on the back of each beverage card: Always, Sometimes, or Rarely.

B Reflection

7. Answer the reflection question.
8. Put the beverage cards back into their correct stack of colored food cards, and store in your envelope.

B Reflection

1. Which “always” drink will you choose next time you eat out?

Tip: On a beverage machine in a fast-food restaurant there is always an option for free water! The water button is usually located on the side of the lemonade or fruit drink. Ask the cashier for a cup to use.



Name: _____

ACTIVITY 4

How would you make use of a menu board?

Have you seen the numbers on the menu board at restaurants that are not the price? They are the calories! **Calories** are a way to measure the amount of energy in food. These calories power your body. The energy in foods helps you to walk, run, think, breathe, keep warm, and do everything else with your body. If you do not eat or drink enough, you won't feel or think as well. If you eat or drink too much, you also won't feel or think as well, and you will store the extra calories as fat. Eating the right amount of calories will help you to stay in the best shape. Eat and drink about 1,700 calories a day. Aim for:

- 500 calories per meal (breakfast, lunch and dinner)
- 200 calories per snack (afternoon)

DIRECTIONS

30
MIN.

A Activity

B Reflection

1. Use the menu board below to answer the questions on the following page.

MENU BOARD

French Fries

Small: 230 calories
Medium: 380 calories
Large: 500 calories



Apple Slices

20 calories



Regular Soda

Child: 150 calories
Small: 200 calories
Medium: 275 calories
Large: 400 calories
Extra Large: 555 calories



Cheeseburger

Junior: 290 calories
Regular: 520 calories
Double: 715 calories



Crispy Fried Chicken Sandwich

510 calories



Grilled Chicken Sandwich

350 calories



Fried Chicken Nuggets

4 piece: 175 calories
6 piece: 260 calories
10 piece: 440 calories



Milkshake

Small: 370 calories
Large: 680 calories



Water

0 calories



A Activity

1. Which item has the most calories? _____
2. Which item has the fewest calories? _____
3. How many chicken nuggets could you eat to stay below 200 calories? _____

Sum is another word for “total.” Add numbers together to find the answer.

4. The size and amount of food you eat impacts the number of calories. What is the sum of calories if you were to eat two junior cheeseburgers? _____
5. What is the sum of calories for a regular cheeseburger, large fries, and large milkshake? _____
6. What is the sum of calories for a junior cheeseburger, small fries, and small soda? _____

A **difference** is the number you get when subtracting. The difference can be “fewer” or “more,” depending on what you are comparing.

7. What is the difference in calories between question 4 and question 5 above? _____
8. What is the difference in calories between a crispy fried chicken sandwich and a grilled chicken sandwich? _____
9. How many fewer calories are in a small soda than an extra-large soda? _____
10. How many more calories do small French fries have compared to apple slices? _____
11. How many fewer calories would you drink if you had water instead of a large soda? _____

B Reflection

Application is when you use skills or knowledge to make decisions in real life, such as reading the calories on a menu board next time you dine out and choosing the best option.

12. Look at the meal from question 5. It is more than the 500 calories you should eat at once. What could you order instead of fries or a soda to eat and drink fewer calories? _____

13. How might eating a big dinner affect your hunger for breakfast the next morning? _____

14. How might eating a large lunch affect your hunger for dinner that night? _____



Name: _____

ACTIVITY 5

What are solutions to sleep problems?

Sleeping well is very important. It affects your ability to learn, grow, heal, feel good, and have energy. While you sleep, your brain stores the information you have learned throughout the day. Students your age need about 10 hours of sleep a night to feel, grow, and think just right. It is important to take action if you are having a difficult time falling or staying asleep. For example, what are some solutions if your room is too bright? Perhaps you could close your blinds before you go to bed? Or hang up a curtain or old sheet to keep out the morning sun? Finding ways to solve common sleep problems can take time, but it is worth the effort. This activity will provide some problem solving practice.



DIRECTIONS:

60
MIN.

A Activity

1. Have the teacher cut a piece of paper into 8 even pieces and write letters A–H onto each piece:
2. Have the teacher fold up each lettered paper. Place into a jar or cup.
3. Divide your class into 8 groups of approximately equal size.
4. Have each group take one paper out of the jar or cup without looking.
5. Each group should then prepare a 2- to 3-minute skit that demonstrates their scenario associated with the letter.
 - A. Watching television, computer, video games, or other screens within 1 hour of bedtime
 - B. Sharing a room with a sibling
 - C. Hearing outside noise (babies, dogs, sirens, trains, etc.)
 - D. Not tired
 - E. Waiting until too late to complete homework or finish chores
 - F. Having a negative attitude about going to sleep
 - G. Drinking or eating foods with caffeine in the evening
 - H. Being too hot
6. After a group performs their skit, discuss as a class which sleep problem was acted out.
7. After deciding what the problem is, look at all the solutions on the next page. Discuss which ones would be helpful.
8. Put the letter of the sleep problem that was just acted out next to the possible solutions.

B Reflection

9. Answer the reflection question and discuss.

A**Activity****Solutions**

**What sleep problems
could be solved? (Write
the letters here)**

1. Use ear plugs or headphones.	
2. Drink only plain, unflavored non-fat or 1% milk or water with dinner.	
3. Complete tasks right after school or before dinner.	
4. Turn on a fan.	
5. Choose a food or beverage that is not chocolate in the evening.	
6. Create a bedtime routine that may include taking a bath, meditating, or stretching.	
7. Read before bedtime.	
8. To help you remember things better, post a reminder on the bathroom mirror.	
9. Turn off television, computers, and other screens 1 hour before bedtime.	
10. Use individual reading lights or flashlights so the main light doesn't have to be on.	
11. Play soft, quiet music.	
12. Remind yourself that you will have the ability to be in a better mood and be a good friend.	
13. Schedule free or play time after necessary tasks.	
14. Do not put off big school assignments until the night before they are due.	
15. Remind yourself that you will have more energy and perform better in school.	
16. Put a cold wet washcloth on your forehead in bed.	

B**Reflection**

1. What is a specific sleep problem that may arise where you live? What could you do to fix it?



Name: _____

ACTIVITY 6

How do you identify "always" foods?

Some foods taste delicious but do not have all the **nutrients** you need. They may contain a lot of **added sugar**. These foods are treats and should be eaten **"rarely."** If you eat them too often, you may gain extra weight, not feel very good, and possibly get sick from not eating enough **vitamins** and **minerals**.

Some foods are good for you in **moderation**. They are okay to eat in small amounts a few times a week, but no more than once a day. These are called **"sometimes" foods**. And then there are the food all-stars! These are called **"always" foods**. These foods are very nutritious and only contain natural sugar. When eating, it's important to choose "always" foods instead of "rarely" foods. This helps keep your energy in balance and your body feeling good. Can you figure out which foods are "always" foods that you can always order?

DIRECTIONS

45
MIN.

A Activity

1. Remove the food and beverage cards from your envelope.
2. Find the cards that answer each challenge. You may have multiple cards that are correct.
3. Stack the correct cards on the blank space.
4. Review the answers as a class.
5. On the back of each correct card, circle the word "always." These are foods and drinks that you can order often.

B Reflection

6. Answer the reflection question.
7. Discuss your answer with a classmate.

B Reflection

1. **What "always" food will you order next time you dine out?**

"Always"
Challenge
cards

"Always"
Challenge
cards

"Always"
Challenge
cards

"Always"
Challenge
cards

"Always"
Challenge
cards



Name: _____

ACTIVITY 7

How could you improve your screen time habits?

DIRECTIONS:

15
MIN.

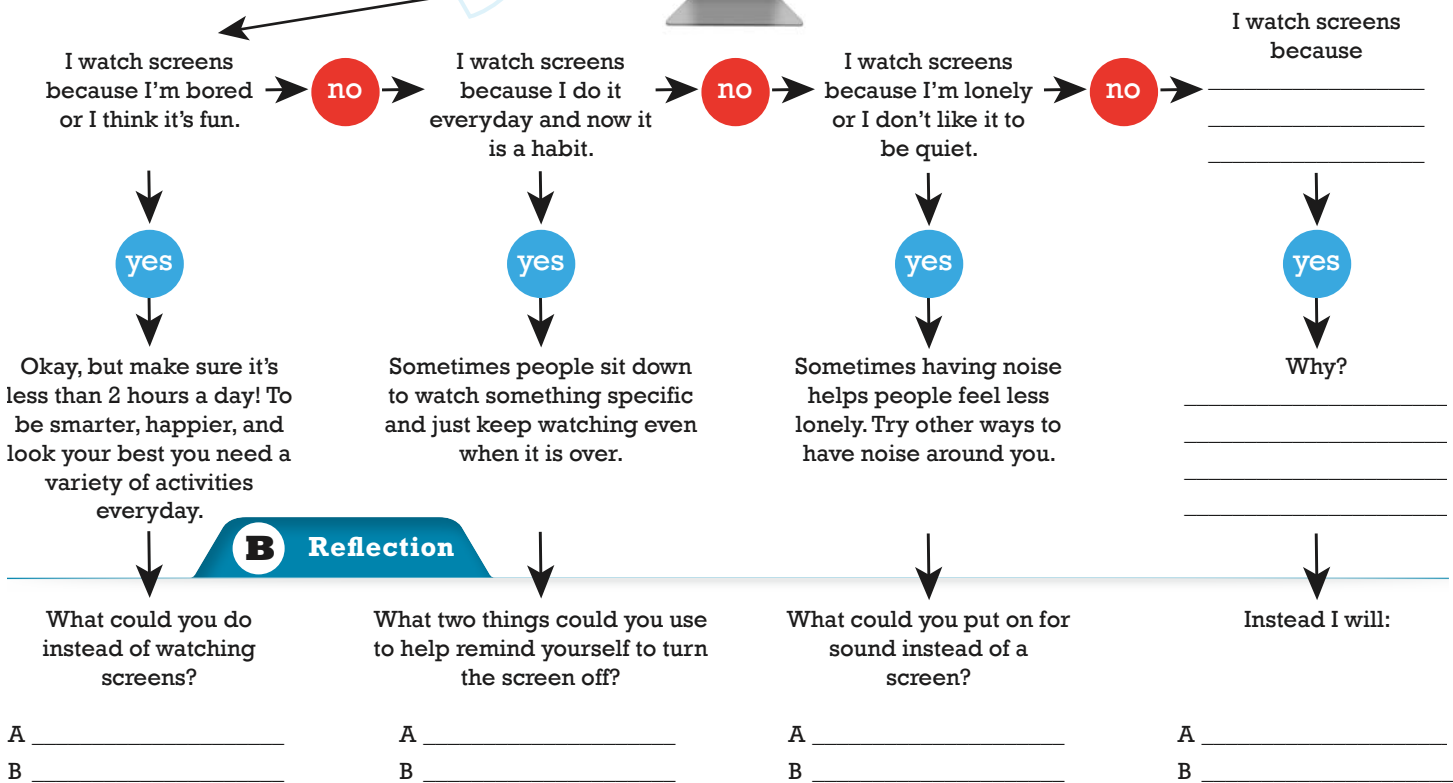
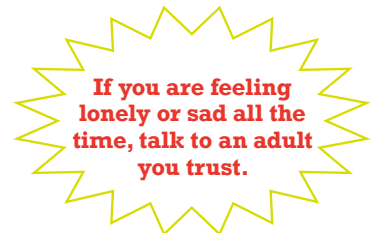
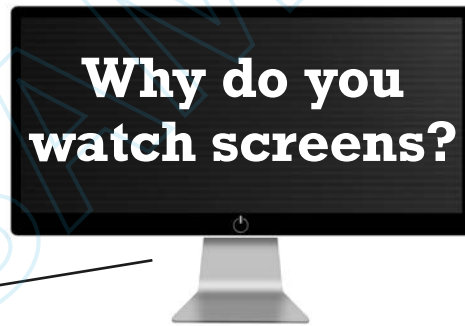
A Activity

1. Follow the flow chart below to find out why you watch screens and how you can limit screen time.

B Reflection

2. Answer the reflection question.

Many people leave their screens on all day long. Some people don't like the quiet. Some forget to turn them off. Some don't want to focus on what needs to be done. Some use them as company. Others may use them to wake up or calm down. Screens can be very distracting. They can keep you up later than your bedtime. They can interfere with conversations and other enjoyable activities, like eating dinner or playing with friends. You should watch screens with purpose and leisure screen time should be limited to less than 2 hours a day. This means selecting exactly what you want to watch and turning it on and off for this reason only.





Name: _____

ACTIVITY 8

Can you assess and plan for your hunger?

Fueling your body every 3 to 4 hours throughout the day is important. It keeps your energy up, your brain thinking, and your mood happy. If you skip a meal, your body may not have the energy it needs and that can make you really hungry later. This may cause you to overeat at the next meal. Eating more than is needed can cause you to gain too much weight. Start eating when you are slightly hungry and stop eating as soon as you are no longer hungry.

DIRECTIONS

20
MIN.

A Activity

1. Review the hunger rating scale.
2. Fill in the chart below based on your typical daily hunger by placing a dot for each hour of the day (X axis) next to your hunger scale number (Y axis).
3. Connect the dots with a curved line.

B Reflection

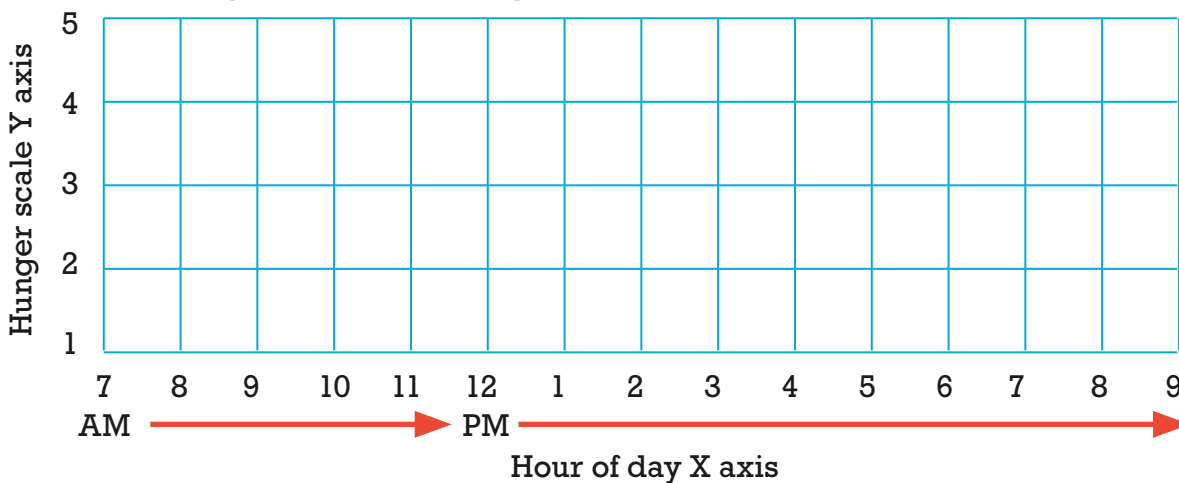
4. Answer the reflection questions.

C Goal

5. Answer the goal questions and discuss.

A Activity

Hunger Plotting Chart



Hunger rating scale
1 = stuffed
2 = full
3 = not hungry
4 = hungry
5 = extremely hungry

B Reflection

1. When you're extremely hungry, it is hard to think clearly and you can feel grumpy. Think back to a time when you were extremely hungry. Why did you wait to eat until you were that hungry? _____

2. When you're extremely hungry, it is hard to eat slowly and check in with your body's level of fullness. Think back to a time when you were extremely hungry at the start of your meal. How did that effect how much you ate? _____

C Goal

3. What is your most common reason for skipping a meal or snack?

- I was not hungry in the morning for breakfast.**

Maybe you are eating too much, or too late, the night before. Food can stay in your stomach while you sleep. If you wake up and are not hungry within 1 hour, try eating a smaller meal at night. People who skip breakfast usually don't perform as well in school.

What will you do? _____

- I didn't have time for lunch because I was too busy.**

A quick sandwich meal can take less than 5 minutes to eat. If you skip eating, you won't have enough energy to make it through your afternoon activities. You will also become really hungry later, which may cause you to overeat at dinner. Then you will create a cycle of eating that does not help your body be its best.

What will you do? _____

- I didn't remember to bring a snack.**

Forcing your brain to go 6 or more hours without fuel can make you grumpy! It is best to eat a snack or meal every 3-4 hours to keep up your energy level. Keep some trail mix, dried fruit, whole grain crackers, or other easy-to-carry foods in your backpack so you can prevent your body from becoming too hungry and weak.

What will you do? _____

- I didn't have food at home.**

If you don't have enough food, there are organizations that will help supply food or money for grocery shopping. Also, most schools offer free lunches. Talk to your teacher, or an adult can call the national Supplemental Nutrition Assistance Program (SNAP) at 1-800-221-5689 to learn more.

What will you do? _____





30
MIN.

Name: _____

ACTIVITY 9

Can you deduct and compare the highly processed foods?

Whole plants and animals contain many healthful components called **nutrients**. Your body uses these nutrients to build and run everything! Eating too many highly processed foods can mean that you may not function at your best.

Processing breaks down whole foods into a different form or can make it safer to eat (like cooking meat). They may also add unhealthy ingredients like salt and sugar. Typically, the less processing that is done to a food, the healthier it is. When you have the choice, it is best to eat the food closest to its whole, natural form.

DIRECTIONS:


A Activity

1. Take out the food and beverage cards.
2. Match and place the correct card into each orange box.
3. Write the name of that food or beverage on the line.
4. Write the number of calories in the yellow rectangle using the card.

B Reflection

5. Review the answers as a class and discuss.
6. Answer the reflection questions.

Unprocessed/natural Slightly processed More processed Highly processed

<p>Raw milk (not yet safe to drink)</p> 	<p>Homogenized pasteurized skimmed milk</p> <p>_____</p>	<p>Sweetened, flavored homogenized pasteurized skimmed milk</p> <p>_____</p>	<p>Blended, frozen, sweetened, flavored homogenized pasteurized skimmed milk</p> <p>_____</p>
--	---	---	--

Added sugar: 0 grams

Calories:


Added sugar: 0 grams

Calories:

Added sugar: 11 grams

Calories:

Added sugar: 18-33 grams

<p>Raw potato</p> 	<p>Baked, washed potato</p> <p>_____</p>	<p>Salted, fried, sliced, peeled, washed potato</p> <p>_____</p>
--	---	---

Fiber: 4 grams

Calories:

Fiber: 4 grams

Calories:

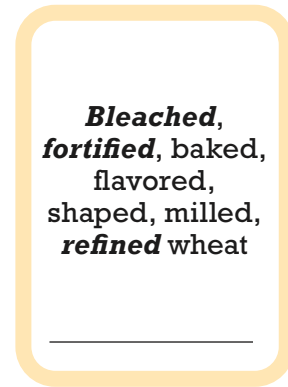
Fiber: 2 grams



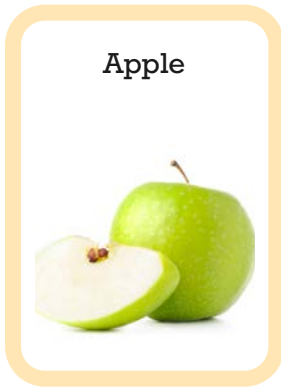
Fiber: 5 grams



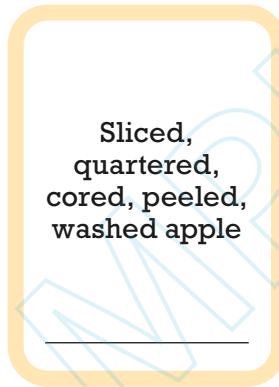
Calories:
Fiber: 2 grams



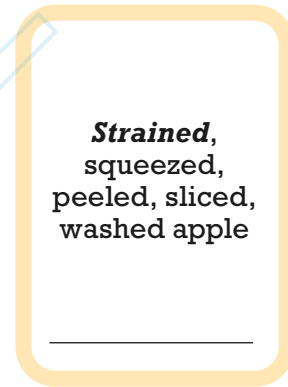
Calories:
Fiber: 1 gram



Fiber: 1 gram



Calories:
Fiber: 1 gram



Calories:
Fiber: 0 gram



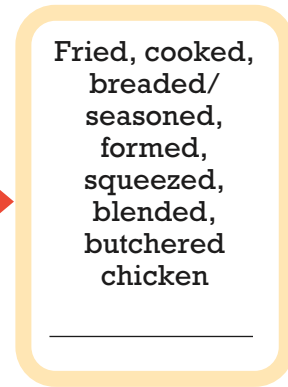
Saturated fat: 1 gram



Calories:
Saturated fat: 0 gram



Calories:
Saturated fat: 2 grams



Calories:
Saturated fat: 4 gram

B Reflection

1. Why do you think the apple keeps you full longer than the apple juice? _____
2. Why do you think the highly processed chicken nuggets have more fat than the grilled chicken? _____
3. Why is there a difference in the amount of *fiber* found in a whole grain bun versus a sesame seed bun. _____
4. Which type of milk from your beverage cards has the least amount of added sugar? _____
5. Which prepared potato is your healthiest option? _____
6. What do you observe about the calories as the foods become more processed? _____



Name: _____

ACTIVITY 10

How would you sell sugary beverages?



Think of commercials you have seen with happy, good-looking, cool people doing exciting things. These appealing images program your brain into thinking that if you buy the product you will get similar things. It can be hard to sell you something you would not really want, so marketers use many tricks. The job of a marketer is to convince people to trade their money for a product. For example, commercials may show someone becoming happier after they drink a soda (even though it may be harmful). They don't tell you that artificial coloring, especially in cola, can stain your teeth. Or that sugary beverages can cause you to gain extra weight. Or have you ever heard that acidic drinks like soda may wear away and hurt your stomach? Probably not in an advertisement! The bottle or can a beverage comes in is even designed to fool you. The color, graphics, and style can all lead you to believe certain things about the fluid inside. It's time to learn about these marketing tricks so you can spot them. Start making up your own mind about what's best to drink. The best way to do that? Become your own marketer for a new drink!

DIRECTIONS:

60
MIN.

A Activity

1. Decide whether you want to work alone or with a group.
2. Choose and circle one of the following beverages:
 - A. Soda (made with **carbonated** tap water, fake food coloring, sugar and acid)
 - B. Sports Drink (loaded with sugar, salt, and fake food coloring)
 - C. Fruit Drink (has added sugar, fake food coloring, and little to no real fruit juice)
3. Using the product marketing techniques on the next page, create an advertising plan for your beverage.
4. Follow the instructions on page 20 to design your beverage can and present it to the class.

B Reflection

5. Complete the reflection questions.

B Reflection

1. **What is a food or beverage product you normally purchase?**

2. **What marketing techniques do they use?**

Product Marketing Techniques

PRODUCT NAME

Words used to identify an item. You feel a certain way about beverages based on what they are called. For example “crummy cola” makes the drink seem like it may not taste good.

What will your product name be?

DESIGN ELEMENTS

Colors and pictures make a product look appealing and convey a mood.

Hue: A color or shade.

Saturation: The boldness of a color. How much it differs from white.

Brightness: How much light is reflected in a print or photograph.

Pictures: A painting, drawing, portrait or photograph.

What design elements will you include?

APPEALING WORDING

A way to describe the beverage in a unique and elaborate manner. For example, you could describe the original source of your ingredients in a creative way. You could also include a short story about how the drink or company originated. Some beverages also highlight key positive factors under the product name.

What appealing wording will you use?

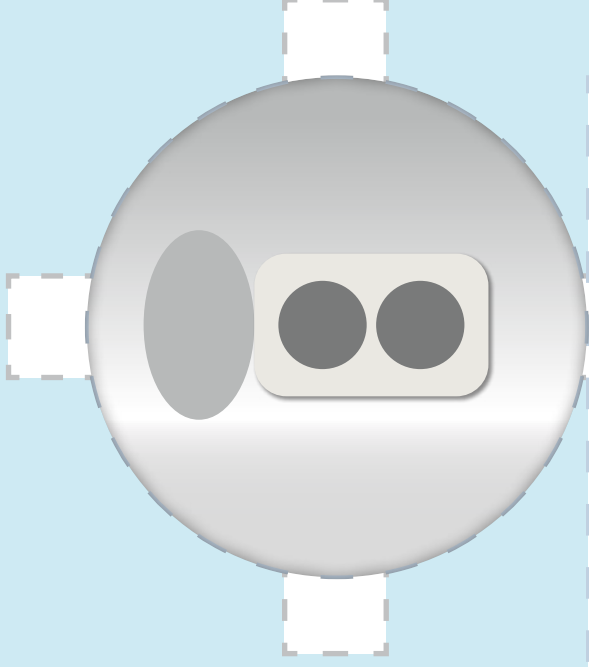
WARNING LABEL

The government may put a warning label on a beverage for several reasons. People may need to know that something can hurt their body. Or that a product might make them feel different. You may see a warning label on drinks that let a person know it has a lot of caffeine, sugar, or alcohol that could hurt a child.

What warning label will you use?

INSTRUCTIONS:

1. Use the product marketing techniques you chose and design your can below.
2. Cut out the can.
3. Roll and tape together to form a can shape.
4. Present your beverage to the class and describe all the tricks you are using to sell your beverage.



Contains _____% juice

Nutrition Facts	
_____ servings per container	
Serving size _____	
Amount per serving	
Calories _____	
	% Daily Value*
Total Fat _____ g	_____ %
Saturated Fat _____ g	_____ %
Trans Fat _____ g	_____ %
Cholesterol _____ mg	_____ %
Sodium _____ mg	_____ %
Total Carbohydrate _____ g	_____ %
Dietary Fiber _____ g	_____ %
Total Sugars _____ g	_____ %
Includes _____ g Added Sugars	_____ %
Protein _____ g	_____ %
Vitamin D _____ mcg	_____ %
Calcium _____ mg	_____ %
Iron _____ mg	_____ %
Potassium _____ mg	_____ %

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutritional advice.



PLEASE RECYCLE



Name: _____

ACTIVITY 11

What is the right size snack for me?

Ready-to-eat snacks come in packages of many different sizes. Some portions or packages of food may be too small for you. Others may be too large and should be shared with friends. Eating and drinking the right amount of food is how you will maintain a healthy body weight. For some people, it is especially difficult to eat just the right amount of snack foods and treats. These are usually salty, crispy, or sweet. They trigger your brain to crave them even if your stomach is not hungry. When choosing a snack or treat, you want to look at how many calories are in the food. **Calories** are the amount of energy in food. Your body burns up this energy or fuel to make your body and brain work. Get too few, and you will lose weight and be tired and unable to think well. Get too many and you may have to store them as fat for later use, or they may give you a stomachache or make you sleepy. Aiming for **about 200** calories in a snack or treat is just about right for most children your age.

DIRECTIONS

60
MIN.

A Activity

1. Look at the list of foods and drinks below. These foods are often found at convenience markets.
2. Complete the information for all of the sizes.
3. You are given servings per container, calories, and nutrient information for one size of each item. To calculate the other missing information you will need to either multiply or divide by what you know.

B Reflection

C Goal

4. Answer the reflection and goal questions.

A Activity

Example

Non-fat Chocolate Milk (8 ounces)

Serving size: 8 oz
 Servings per container: Divide for a smaller package
 Calories:
 Added sugar:

Non-fat Chocolate Milk (16 ounces)

Serving size: 8 oz
 Servings per container:
 Calories:
 Added sugar:

Non-fat Chocolate Milk (32 ounces)

Serving size: 8 oz
 Servings per container: Multiply for a larger package
 Calories:
 Added sugar:

100% orange juice (8 ounces)

A Serving size: 8 oz
 Servings per container:
 Calories:
 Added sugar:

100% orange juice (16 ounces)

Serving size: 8 oz
 Servings per container:
 Calories:
 Added sugar:

100% orange juice (32 ounces)

Serving size: 8 oz
 Servings per container:
 Calories:
 Added sugar:

Water (8 ounces)

B Serving size: 8 oz
 Servings per container:
 Calories:
 Added sugar:

Water (16 ounces)

Serving size: 8 oz
 Servings per container:
 Calories:
 Added sugar:

Water (32 ounces)

Serving size: 8 oz
 Servings per container:
 Calories:
 Added sugar:

Sports Drink (8 ounces)

C Serving size: 8 oz
 Servings per container:
 Calories:
 Added sugar:

Sports Drink (16 ounces)

Serving size: 8 oz
 Servings per container:
 Calories:
 Added sugar:

Sports Drink (32 ounces)

Serving size: 8 oz
 Servings per container:
 Calories:
 Added sugar:

All nutrients are taken from the USDA database, <https://ndb.nal.usda.gov/>. Some numbers have been rounded for ease of conversion.

D**Cola (8 ounces)**

Serving size: 8 oz
 Servings per container: 1
 Calories: 101
 Added sugar: 27 grams

Cola (16 ounces)

Serving size: 8 oz
 Servings per container:
 Calories:
 Added sugar:

Cola (32 ounces)

Serving size: 8 oz
 Servings per container:
 Calories:
 Added sugar:

E**Nacho Cheese Chips (1 ounce)**

Serving size: 1 oz (11 chips)
 Servings per container: 1
 Calories: 146
 Added sugar: 1 gram

Nacho Cheese Chips (4 ounces)

Serving size: 1 oz
 Servings per container:
 Calories:
 Added sugar:

Nacho Cheese Chips (12 ounces)

Serving size: 1 oz
 Servings per container:
 Calories:
 Added sugar:

F**Pretzels (1 ounce)**

Serving size: 1 oz (17 pretzels)
 Servings per container:
 Calories:
 Added sugar:

Pretzels (4 ounces)

Serving size: 1 oz (17 pretzels)
 Servings per container:
 Calories:
 Added sugar:

Pretzels (16 ounces)

Serving size: 1 oz (17 pretzels)
 Servings per container: 16
 Calories: 1,744
 Added sugar: 16 grams

G**Sour Gummy Worms (1 ounce)**

Serving size: 1 oz (12 pieces)
 Servings per container: 1
 Calories: 85
 Added sugar: 14 grams

Sour Gummy Worms (1 ounce)

Serving size: 1 oz (12 pieces)
 Servings per container:
 Calories:
 Added sugar:

Sour Gummy Worms (1 ounce)

Serving size: 1 oz (12 pieces)
 Servings per container:
 Calories:
 Added sugar:

H**Peanut Butter Cups (1 cup)**

Serving size: 1 cup
 Servings per container: 1
 Calories: 88
 Added sugar: 7 grams

Peanut Butter Cups (2 cups)

Serving size: 1 cup
 Servings per container:
 Calories:
 Added sugar:

Peanut Butter Cups (4 cups)

Serving size: 1 cup
 Servings per container:
 Calories:
 Added sugar:

I**Chocolate sandwich cookies (1 ounce)**

Serving size: 1 oz (3 cookies)
 Servings per container:
 Calories:
 Added sugar:

Chocolate sandwich cookies (2 ounces)

Serving size: 1 oz (3 cookies)
 Servings per container:
 Calories:
 Added sugar:

Chocolate sandwich cookies (14 ounces)

Serving size: 1 oz (3 cookies)
 Servings per container: 14
 Calories: 1834
 Added sugar: 168 grams

J**Mini Donuts (1.5 ounces)**

Serving size: 1.5 oz (3 donuts)
 Servings per container: 1
 Calories: 177
 Added sugar: 13 grams

Mini Donuts (3 ounces)

Serving size: 1.5 oz (3 donuts)
 Servings per container:
 Calories:
 Added sugar:

Mini Donuts (12 ounces)

Serving size: 1.5 oz (3 donuts)
 Servings per container:
 Calories:
 Added sugar:

B**Reflection****C****Goal**

1. A snack should be less than 200 calories. Circle the size of each food and beverage that would be the right sized snack for you.
2. Which food or beverage do you usually get that is too large? _____
3. What will you do next time to make it the correct amount for you? _____



Name: _____

ACTIVITY 12

How would you improve your school environment?

It is important for you to move throughout the day. Being active makes your brain better at learning in class. Having access to space and equipment at school helps you to have fun ways to play. Survey your school to see if there is anything that could be improved or added. Then communicate this with the people who can help you to get these resources.

DIRECTIONS:

A **Activity**

60
MIN.

1. Tour your school campus with your class.
2. Complete the activity.

B **Reflection**

3. Reflect and discuss.



A Activity

1. Check off the items below as you find them.

EQUIPMENT	ENVIRONMENT/SPACE	PLAY STRUCTURE
<input type="checkbox"/> Soccer balls <input type="checkbox"/> Chalk for hopscotch <input type="checkbox"/> Jump ropes <input type="checkbox"/> Basketballs <input type="checkbox"/> Red bouncy playground ball <input type="checkbox"/> Hula hoops <input type="checkbox"/> Frisbees <input type="checkbox"/> Baseball/whiffle ball and bat <input type="checkbox"/> Handballs <input type="checkbox"/> Tether balls <input type="checkbox"/> Clean/usable water fountain <input type="checkbox"/> Other: _____	<input type="checkbox"/> Grassy area <input type="checkbox"/> Shade over playground equipment <input type="checkbox"/> Painted hopscotch <input type="checkbox"/> Painted 4-square game <input type="checkbox"/> Painted basketball court <input type="checkbox"/> Handball/"wall ball" wall <input type="checkbox"/> Garden <input type="checkbox"/> Multi-purpose room <input type="checkbox"/> Other: _____	<input type="checkbox"/> Swing set <input type="checkbox"/> Basketball hoops <input type="checkbox"/> Soccer field/goal <input type="checkbox"/> Tether ball poles <input type="checkbox"/> Slide <input type="checkbox"/> Jungle gym <input type="checkbox"/> Monkey bars <input type="checkbox"/> Parallel bars <input type="checkbox"/> Overhead rings/arm structure <input type="checkbox"/> Climbing wall <input type="checkbox"/> Baseball field <input type="checkbox"/> Track <input type="checkbox"/> Other: _____



2. Add other items to each column that you would like your school to have.

EQUIPMENT	ENVIRONMENT/SPACE	PLAY STRUCTURE
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

3. Share your ideas for equipment, environment/space, and play structure items with the class.

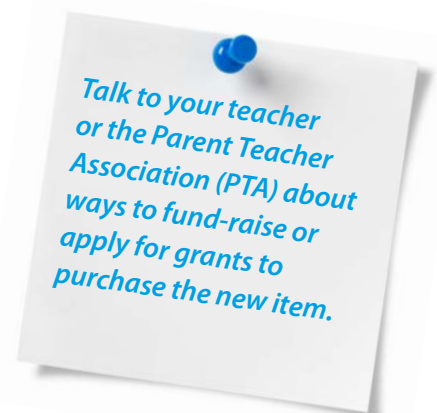
4. Have a classroom discussion on which three items are the most important to everyone.

5. Have a class vote to determine which one item you would like the most for your school.

6. Decide to whom you should make a request for this item.

7. Write a letter requesting this item. Use a blank sheet of binder paper and include the following in your letter:

- Write the date in the top right-hand corner.
- Write to whom you are writing your letter.
- First paragraph: Introduce yourself and why you are writing.
- Second paragraph: Write your specific request. Include details and explain why it is needed and how it would benefit the school.
- Third paragraph: Thank the person for reading your letter and considering your request. Include your signature at the bottom, teacher name and classroom number.



B Reflection

8. Have on-going discussions as a class after delivering the letters. Reflect on problems as they arise and take action to make your request come true.



Name: _____

ACTIVITY 13A

How do you choose to spend your money?



Every day you make many choices, each with its own consequences. Some choices are made without thought, which means they are a habit. The first step in changing habits is to become aware of these decisions. Throughout life you will make and break millions of habits. Learning to set small goals to shift habits is important for a successful and rewarding life. Evaluate some of your current habits with this activity.

DIRECTIONS:

45
MIN.

A Activity

1. Get out a piece of scratch or binder paper.
2. Create 32 pretend one dollar bills by folding the paper in half 5 times.
3. Cut along the folded lines.
4. Set pretend dollar bills aside.
5. Cut along the dotted line to remove this page from your activity book.
6. Using the spending scenario table on the back, fold edges behind at the red lines to hide the dollar signs (\$).
7. Read each scenario. Mark, color or highlight your likely decision.
8. Unfold the edges once all questions have been answered. The dollar symbol on the edges show the cost.
9. Pay for each of your choices by stacking your pretend money.
10. Count the total you spent on food or beverages. Write the amount in the correct box on the activity sheet.
11. Place your spent pretend money in the classroom recycle bin.
12. Count the remaining dollars and write the amount on your activity sheet. Paper clip together your remaining dollar bills that were not spent and save for Activity 17B.

B Reflection

13. Answer the reflection question and discuss in class.

A Activity

Spending Scenarios

	1. Your club meeting ran late and now you're hungry. Do you...			
\$\$\$\$	Buy a bag of chips	or	Bring jerky from home	\$
	2. You are going to a restaurant with friends. Do you...			
0	Ask for a cup of free water	or	order a soda	\$\$\$
	3. Your night is busy and you need something quick for dinner. Do you...			
\$\$\$\$\$	Pick up fast food	or	pack a sandwich in an insulated bag and bring with you	\$
	4. You are going to a restaurant with a friend. Do you...			
\$\$\$	Share the oversized meal	or	order your own oversized meal	\$\$\$\$\$\$
	5. You are going on a picnic to celebrate a friends birthday. Do you...			
\$\$	Pack a lunch in an insulated bag	or	pick up a pre-made lunch at the store	\$\$\$\$
	6. You will be walking to school and don't have time to eat breakfast, but you know you will be hungry by lunch. Do you...			
\$\$\$	Stop on your way to school and buy food	or	grab something from home and eat on the way	\$
	7. You are planning to head to the pool for the afternoon. Do you...			
\$\$\$	Bring money to buy food at the snack shack	or	bring your own snacks from home	\$
	8. Your family wants to eat stuffed baked potatoes for dinner. Do you...			
\$\$\$\$	Go to a fast food restaurant	or	make your own at home	\$\$
	9. You are going on a hike with friends. You know you will get thirsty. Do you...			
0	Bring a refillable water bottle from home	or	buy a beverage at the store	\$\$
	10. When you walk home after school you will pass by a street vendor with a cart selling your favorite snack foods. Do you...			
\$\$	Buy the snack from the cart	or	wait until you get home to have a snack	\$
	11. Total spent on food (\$) : _____			
	12. Amount remaining from \$36 to spend on fun activites: \$ _____			

B Reflection

What is a current eating related habit you can change so that you eat better and spend less money on food outside the home? _____



Name: _____

ACTIVITY 13B

How do you prioritize your spending?

Learning to spend your money on items you need, being conscious of wasteful spending, and saving for things may bring you joy and help you live a happier life. Most people enjoy spending their money doing fun things (not just purchasing stuff). Many people often spend their money quickly and without much thought, which results in not having enough to use for another fun activity or necessary expense later. There are many ways people spend money on items that are not necessary. For example, paying for a drink at a restaurant, when you could get water for free, is unnecessary. Upgrading a gadget that still works for the sake of "showing off" only wastes money you could use on something else. It's good practice to pause before spending money and ask yourself "do I really need this?", "is there a way I could get this for less money?", "is there something else I would rather spend this money on?", and "will this still make me happy in a month?".

CLASSROOM SET-UP

As a class, determine how to draw or project the enlarged graph on p.28 onto a white board. All the pretend money will be stacked under the x axis. Decide where to stack the six piles of money.

B Reflection

DIRECTIONS

30
MIN.

A Activity

1. Remove and count the money you have left from activity 17A to see how much you can spend on fun physical activity options.
2. Choose which option(s) you would like to spend your money on. Each activity costs \$5.
3. One at a time, each student walks to the graph and places their dollars under selected activities.
4. Shade in a cell for each 5 dollars spent on a fun physical activity.
5. After all the students have made their selections, copy the graph into your activity book.
6. Total each column and write the amount on top.
7. Create a title for your graph.

B Reflection

8. Answer the reflection questions. Discuss as a class.

1. **What other fun activities would require you to save money in order to pay for it?**

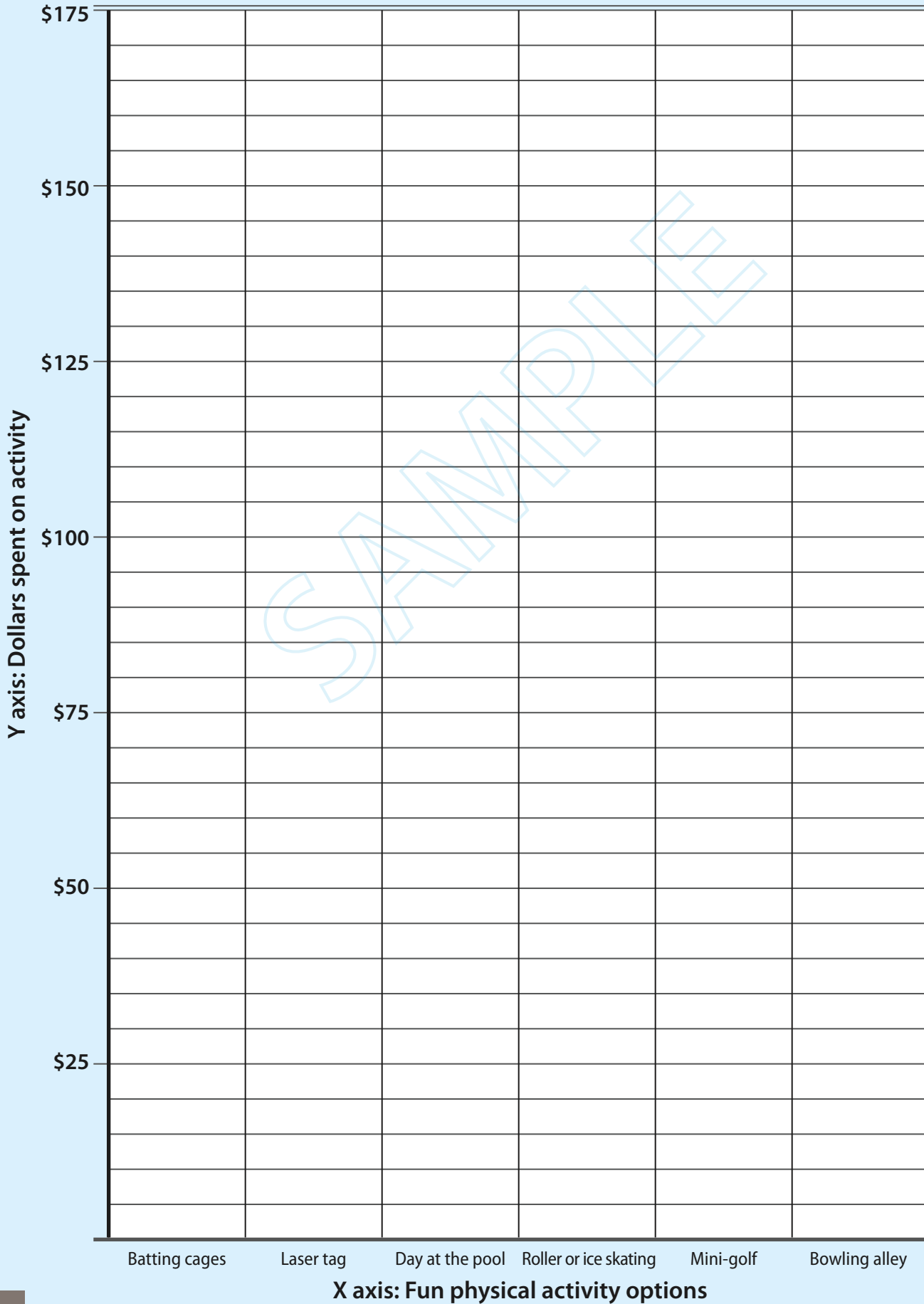
2. **What is good and bad about planning ahead so that you can participate in fun activities?**

3. **What else would you like to do so that you can participate in more fun activities with friends and family?**

TITLE:

Totals

--	--	--	--	--	--





Name: _____

ACTIVITY 14

Can You Recall Your Wake^{UP}, Eat^{UP}, Drink^{UP}, and Get^{UP} options?

As a child, your parents and teachers try to guide you to make the best choices. But as you get older, you must begin to make these choices for yourself. Sometimes that can be hard when what you want right now is not always what would be best for you. Thinking about the consequences, or results, of our choices takes practice and reflection. Sometimes things that seem great in the moment make us feel bad later. This is called regret. Making decisions that are both good for us in the moment and good for us later will lead to the happiest life overall. The easiest way to choose something that is better for us is to focus on the positives of it, instead of what we are giving up. Learning from regret and mistakes is how our brains grow and become wiser. Doing your best as often as you can will help you to succeed.

To feel your best and be your happiest remember to:

- **Wake^{UP}** — Sleep ten hours at night to feel just right!
- **Eat^{UP}** — Select the right foods for a better mood!
- **Drink^{UP}** — Choose water first for thirst!
- **Get^{UP}** — Move and play at least an hour a day!

Making the best choice is easier when you remember why to do it. See if you can think of the best reasons to do these things.

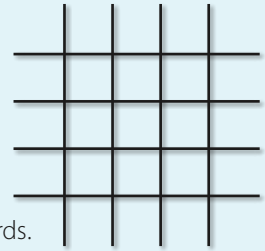


DIRECTIONS:

60
MIN.

A Activity

1. Split into two groups.
2. Half the class will be team "O" and the other half, team "X."
3. Have someone draw a grid of 5 cells by 5 cells on the board.
4. Take out your food and beverage cards.
5. Write your team letter (X or O) at the top of page 30.
6. Write 10 questions that relate to what you have learned in this activity book. For example, "Which food has fewer calories, a grilled chicken patty or a regular beef patty?", "Name two drinks that do not have added sugars" or "How many hours per night should you sleep?".
7. Write the answers to your questions.
8. Give your Up4it Game Questions to the teacher. The teacher may want to review ahead of time to determine whether the answers are correct.
9. Have the teacher ask team X a question from team O's papers. The team should discuss a group response.
 - If team X answers correctly, they get to choose a square on the board they would like to draw their "X" in.
 - If team X answers incorrectly they do not get a square and play goes to the other team.
10. The teacher then asks team O a question from team X's papers.
11. Have the teacher continue to ask questions until one of the teams has 4 in a row (There may be extra blank spaces).
12. Repeat as time allows.



Up4it Game Questions

Team letter: _____

Write 10 questions and answers that relate to what you have learned in this activity book.

1. Q _____

A _____

2. Q _____

A _____

3. Q _____

A _____

4. Q _____

A _____

5. Q _____

A _____

6. Q _____

A _____

7. Q _____

A _____

8. Q _____

A _____

9. Q _____

A _____

10. Q _____

A _____

SAMPLE

FOOD CARDS

**Grilled junior
beef patty**

1.2 oz



100 calories

**Grilled regular
beef patty**

3 oz



255 calories

**Grilled large
beef patty**

5 oz



420 calories

**Grilled chicken
breast**

3 oz



130 calories

**Fried chicken
breast**

3 oz



160 calories

**Grilled
vegetarian
patty**

3 oz



170 calories

Fried fish patty

3 oz



185 calories

**Piece of fried
bacon**

1.2 oz



55 calories

All bean chili

1.2 oz



255 calories

**4 piece fried
chicken nugget**

1.2 oz



175 calories

**6 piece fried
chicken nugget**



260 calories

**10 piece fried
chicken nugget**



440 calories

**Flour
tortilla**



145 calories

**Sesame seed
bun**



120 calories

**Whole grain
bun**



115 calories

Slice of tomato



5 calories

Avocado



55 calories

Grilled onion



20 calories

Raw onion



5 calories



Always
Sometimes
Rarely



Always
Sometimes
Rarely



Always
Sometimes
Rarely



Always
Sometimes
Rarely



Always
Sometimes
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Always
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Always
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Always
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
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
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
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
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Sometimes
Rarely



FOOD CARDS

Pineapple slice



30 calories

Lettuce




5 calories

Sliced jalapeno



5 calories

Pickles



5 calories

Small all-fruit smoothie
12 oz



190 calories
% juice: 100
No added sugar

Medium all-fruit smoothie
24 oz




380 calories
% juice: 100
No added sugar

Apple slices



20 calories

Apple juice
6.75 oz



100 calories
% juice: 100
No added sugars

Side salad with no dressing



15 calories

Baked potato with no toppings



160 calories

Small fries



230 calories

Medium fries



380 calories

Large fries




500 calories

Caesar salad with no dressing



95 calories

Garden salad with no dressing



45 calories

Shredded or slice of cheese
1 oz



95 calories

Ice cream



195 calories
Has added sugar

Small milkshake
12 oz



370 calories
Has added sugar

Medium milkshake
24 oz



740 calories
Has added sugar

Low-fat yogurt



50 calories
Has added sugar

Nonfat or 1% milk
8 oz



105 calories
No added sugar

Nonfat or 1% chocolate milk
8 oz



130 calories
Has added sugar



Always
Sometimes
Rarely



Always
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Rarely



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Always
Sometimes
Rarely



Caramel sauce



130 calories
Has added sugar

Sports drink
32 oz



350 calories
% juice: 0
Has added sugar

Small lemonade

16 oz



200 calories
% juice: 5
Has added sugar

Large lemonade

32 oz



400 calories
% juice: 5
Has added sugar

Small flavored frozen slush type drink

12 oz



110 calories
% juice: 0
Has added sugar

Medium flavored frozen slush type drink

24 oz



220 calories
% juice: 0
Has added sugar

Small regular soda

16 oz



220 calories
% juice: 0
Has added sugar

Large regular soda

32 oz



444 calories
% juice: 0
Has added sugar

Small sweetened iced tea

16 oz



180 calories
% juice: 0
Has added sugar

Large sweetened iced tea

32 oz



360 calories
% juice: 0
Has added sugar

Salad dressing including ranch

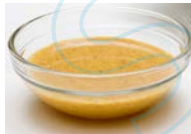
1 tablespoon



40 calories

Salad dressing including ranch

4 tablespoons



160 calories

Mayonnaise

1 tablespoon



95 calories

Margarine/ butter

1 tablespoon



100 calories

BBQ sauce

1 tablespoon



30 calories

Mustard

1 tablespoon



10 calories

Nugget dipping sauce
(sweet and sour or honey mustard)

1 tablespoon



25 calories

Cookie



145 calories
Has added sugar

Ketchup

1 packet



10 calories
Has added sugar

Water



0 calories
% juice: 0
No added sugar

Small unsweetened decaffeinated iced tea

16 oz



0 calories
% juice: 0
No added sugar

Large unsweetened decaffeinated iced tea

32 oz



0 calories
% juice: 0
No added sugar



Always
Sometimes
Rarely



Always
Sometimes
Rarely



Always
Sometimes
Rarely



Always
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Rarely



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Always
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Rarely



GLOSSARY



added sugar	Sugar that has been added to a food or beverage that is not naturally occurring in the food.
artificial	Something that is made in a laboratory, not by nature.
“Always” food or drink	Something you can eat or drink at every meal. These are low in calories and/or high in healthy nutrients or elements that help your body.
bleached	Foods that are whitened with chemicals.
blended	Foods that are mixed together.
caffeine	A substance found in a food or drink that makes you alert, may cause headaches, and makes it hard to fall asleep.
calorie	Unit of energy or fuel to power your body. Labeled on foods and drinks. It lets you know how much energy you burn throughout the day such as by exercising.
carbonated	A drink that has carbon dioxide gas added. This gives the drink “bubbles.”
dehydrated	A lack of enough water in your body.
element	A fundamental component of nature.
environment	The surroundings in which a person lives or plays.
fiber	Found in plant foods. Some types are digested by your body and some are digested by the tiny “bugs” (microbes) that live in your stomach. Fiber helps us to feel full longer.
flavored	Foods that have been changed by adding artificial or natural tastes. For example, an orange drink (not 100% juice) has artificial molecules that mimic the fruit flavor.
fortified	Foods that have had some vitamins and minerals added.
fried	A food submerged in fat or oil and cooked at a high heat.
homogenized	Permanently mixing together all parts of a food which would normally separate (example: milk)
milled	Ground or crushed food product (typically grains).
minerals	Natural substances that are part of the earth and are necessary for human health.
moderation	Eating some but not too much of a food or drink; finding balance in the amount of something.
natural sugars	Sugars that have not been changed in a laboratory and are created by the plant itself when growing.
nutrients	Substances found in food and drinks that are used in the body to provide energy, growth, maintenance, and repair of tissues, muscles, and bones.
nutritious	Food and drinks that help the body to grow and be healthy.
pasteurized	The process of heating foods to kill harmful microbes (bugs) that can make you sick. Milk is pasteurized to kill harmful bacteria.
peeled	A food that has had its skin removed.
“Rarely” food or drink	Something you should eat or drink once a week or less. These are usually high in calories and do not help your body.
refined	A whole grain that has had one or more of its parts removed.
sliced	Foods cut from top to bottom in evenly sized pieces, such as apple wedges.
“Sometimes” food or drink	Something you should eat or drink no more than once a day. These may have some sugar or are higher in calories but also have some nutrients that are good for you.
strained	A food mixture that has had the liquids taken out of it.
vitamins	Essential nutrients that are needed for normal growth and are found in some food and drinks.

ANSWERS

Activity 1: How is food categorized?

- Row:
- 1 to 3 protein (purple)
 - 4 grains (orange)
 - 5 to 8 fruits and vegetables (green)
 - 9 to 10 dairy (blue)
 - 11 to 14 extras (yellow)
 - 15 water (white) and unsweetened tea

Activity 3: What beverage should you always choose first for thirst?

- "Always" drinks: water, 1 % or nonfat milk, unsweetened ice tea
 "Sometimes" drinks: Chocolate milk, apple juice, small and large all-fruit smoothie
 "Rarely" drinks: Small and large soda, sports drink, small and large lemonade, small and large frozen slush drink, small and large sweetened tea

Activity 4: How would you make use of a menu board?

1. Double cheeseburger
2. water
3. 4-piece
4. 580
5. 1,700
6. 720
7. 980
8. 160
9. 355
10. 210
11. 400
12. Water instead of soda or apple slices instead of fries.
13. May not be hungry for breakfast.
14. May not be hungry for dinner.

Activity 5: What are solutions to sleep problems?

1. B or C
2. G
3. E
4. H or C
5. G
6. D
7. A
8. A, D, E, or G
9. A
10. B
11. A or C
12. F
13. E
14. E
15. F
16. H

Activity 6: How do you identify "always" foods?

- "Always" grain challenge: Whole grain bun
 "Always" beverage challenge: 1 % or nonfat milk, water
 "Always" topping challenge: Pineapple, tomato, pickle, avocado, grilled or raw onion, lettuce, jalapeño, apple
 "Always" protein challenge: All-bean chili, grilled chicken patty, grilled vegetable patty
 "Always" side challenge: Baked potato,

garden salad, Caesar salad, side salad, apple slices, pineapple

Activity 9: Can you deduct and compare the processed foods?

- Raw milk: Regular milk, chocolate milk, milkshake (small or large)
 Raw potato: Baked potato, French fries (small, medium, or large)
 Wheat: Whole-grain hamburger bun, sesame seed bun
 Apple: Apple slices, apple juice
 Raw chicken: Grilled chicken breast, fried chicken breast, chicken nuggets (4, 6, or 10 pieces)

Answers may vary.

1. The apple is more filling because it has more fiber.
2. The chicken nuggets have more fat because they are fried and include mostly the parts of the chicken that are fat and skin.
3. The whole grain bun has more fiber because it has all parts of the grain. It is less processed than the sesame seed bun.
4. Non-fat or 1% milk has no added sugar.
5. A baked potato because it has more fiber than fries.
6. The calories increase.

Activity 11: What is the right size snack for me?

A. 100% orange juice (8 ounces) Serving size: 8 oz Servings per container: 1 Calories: 134 Added sugar: 0 grams	100% orange juice (16 ounces) Serving size: 8 oz Servings per container: 2 Calories: 268 Added sugar: 0 grams	100% Orange Juice (32 ounces) Serving size: 8 oz Servings per container: 4 Calories: 536 Added sugar: 0 grams
B. Water (8 ounces) Serving size: 8 oz Servings per container: 1 Calories: 0 Added sugar: 0	Water (16 ounces) Serving size: 8 oz Servings per container: 2 Calories: 0 Added sugar: 0	Water (32 ounces) Serving size: 8 oz Servings per container: 4 Calories: 0 Added sugar: 0
C. Sports drink (8 ounces) Serving size: 8 oz Servings per container: 1 Calories: 63 Added sugar: 13 grams	Sports drink (16 ounces) Serving size: 8 oz Servings per container: 2 Calories: 126 Added sugar: 26 grams	Sports drink (32 ounces) Serving size: 8 oz Servings per container: 4 Calories: 252 Added sugar: 52 grams
D. Cola (8 ounces) Serving size: 8 oz Servings per container: 1 Calories: 101 Added sugar: 27 grams	Cola (16 ounces) Serving size: 8 oz Servings per container: 2 Calories: 202 Added sugar: 54 grams	Cola (32 ounces) Serving size: 8 oz Servings per container: 4 Calories: 404 Added sugar: 108 grams
E. Nacho chips (1 ounce) Serving size: 1 oz Servings per container: 1 Calories: 146 Added sugar: 1 gram	Nacho chips (4 ounces) Serving size: 1 oz Servings per container: 4 Calories: 584 Added sugar: 4 grams	Nacho chips (12 ounces) Serving size: 1 oz Servings per container: 12 Calories: 1,752 Added sugar: 12 gram
F. Pretzels (1 ounce) Serving size: 1 oz (17 pretzels) Servings per container: 1 Calories: 109 Added sugar: 1 gram	Pretzels (4 ounces) Serving size: 1 oz (17 pretzels) Servings per container: 4 Calories: 436 Added sugar: 4 grams	Pretzels (16 ounces) Serving size: 1 oz (17 pretzels) Servings per container: 16 Calories: 1,744 Added sugar: 16 gram
G. Sour Gummy Worms (1 ounce) Serving size: 1 oz (12 pieces) Servings per container: 1 Calories: 24 Added sugar: 6 grams	Sour Gummy Worms (5 ounces) Serving size: 1 oz (12 pieces) Servings per container: 5 Calories: 120 Added sugar: 30 grams	Sour Gummy Worms (10 ounces) Serving size: 1 oz (12 pieces) Servings per container: 10 Calories: 240 Added sugar: 60 grams
H. Peanut Butter Cups (1 cup) Serving size: 1 cup Servings per container: 1 Calories: 88 Added sugar: 7 grams	Peanut Butter Cups (2 cups) Serving size: 1 cup Servings per container: 2 Calories: 176 Added sugar: 14 grams	Peanut Butter Cups (4 cups) Serving size: 1 cup Servings per container: 4 Calories: 352 Added sugar: 28 grams
I. Chocolate sandwich cookies (1 ounce) Serving size: 1 oz (3 cookies) Servings per container: 1 Calories: 131 Added sugar: 12 grams	Chocolate sandwich cookies (2 ounces) Serving size: 1 oz (3 cookies) Servings per container: 2 Calories: 262 Added sugar: 24 grams	Chocolate Sandwich Cookies (14 ounces) Serving size: 1 oz (3 cookies) Servings per container: 14 Calories: 1834 Added sugar: 168 grams
J. Mini Donuts (1.5 ounces) Serving size: 1.5 oz (3 donuts) Servings per container: 1 Calories: 177 Added sugar: 13 grams	Mini Donuts (3 ounces) Serving size: 1.5 oz (3 donuts) Servings per container: 2 Calories: 354 Added sugar: 26 grams	Mini Donuts (12 ounces) Serving size: 1.5 oz (3 donuts) Servings per container: 8 Calories: 1,416 Added sugar: 104 grams



QUICK FACTS

- Developed for 8 to 12 year olds.
- Tested in California with SNAP-Ed-eligible schools.

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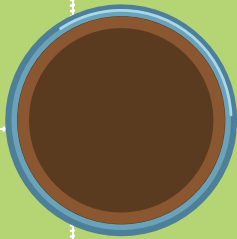


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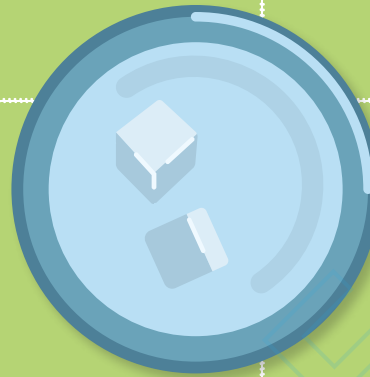
Extras:

Sweetened beverage,
treat, candy,
dressing, spread,
or sauce



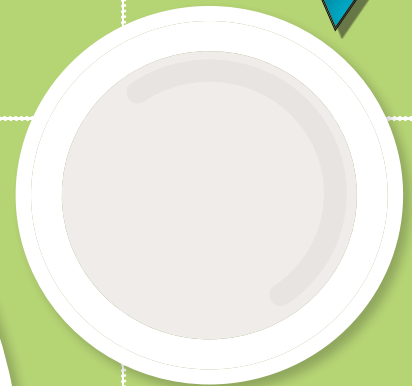
Water:

Tap, bottled, filtered,
carbonated, or sparkling



Dairy*:

Milk product from a
cow, goat, or sheep
* soy, almond and
rice milks



Fruits and Vegetables:

Plant leaf
Plant stem
Plant root
Plant flower
Plant fruit

Whole Grains:

Dried grass seed, often
ground up into flour and
baked or boiled.

Protein Foods:

Land animal
Water animal
Plant seed
(nut, bean)
Egg

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