

BIENESTAR/NEEMA

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6th Grade

# Health Program



Healthy Minds  
Healthy Lifestyles



www.sahrc.org

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6th Grade

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# 6th Grade

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## Purpose:

"The purpose of the Bienestar/NEEMA coordinated school health program is to reduce or prevent obesity, diabetes and heart disease in all youth."

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**Introduction..... vi**

**Pre/Post Test..... viii**

**Lesson 1: Your Unique Streak .....1**

Students will work in pairs to interview each other and gather unique information, then create a name poster using the information gathered within the interview.

**Lesson 2: The Search For Good Health ..... 10**

Define a set of vocabulary terms related to nutrition, physical activity and diabetes.

**Lesson 3: Steps To A Healthy Life .....18**

Establish at least two healthy dietary goals and two healthy physical activity goals to adopt for a six-week period.

**Lesson 4: The Healthy Fab Five ..... 28**

Students will interview classmates regarding five healthy favorites in fruits, vegetables and physical activity. Students will create a bar graph and pie chart to depict responses.

**Lesson 5: Snack Attack.....35**

Guide students in assessing unhealthy eating practices. Students will rank order each unhealthy behavior individually, as a group and then provide a healthy alternative to each unhealthy eating behavior portrayed.

**Lesson 6: Nutrient News .....44**

The six categories of essential nutrients will be discussed including the important function(s) of each nutrient and a variety of food sources for each nutrient.

**Lesson 7: Pick Your Portions ..... 54**

Students will use the MyPlate food guide to assist with meal planning using all food groups.

**Lesson 8: Learning The Label Lingo.....64**

Discuss the main sections of a food label. Students will use food labels from foods brought into the classroom to determine the “healthiness” of the food product.

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## **Lesson 9: Nutrition Bingo .....71**

Students create definitions for each nutrition concept and provide an example of a food marked within the NUTRITION BINGO row, column or diagonal.

## **Lesson 10: Diabetes: What You Should Know .....78**

The lesson is designed to inform students about diabetes. Type 1 and Type 2 diabetes are discussed along with prevention strategies, symptoms and forms of treatment.

## **Lesson 11: Kidneys: The Filtering Truth .....86**

Comprehend and list non-communicable and hereditary diseases and respective prevention and treatment techniques.

## **Lesson 12: Healthy Mind, Healthy Body ..... 95**

Inform students about activities appropriate for young people and the benefits of physical activity.

## **Lesson 13: A Broken Heart .....104**

Students will learn, through a story, the difference between lifestyle and genetic-induced heart disease.

## **Lesson 14: Good Oral Health = Good Overall Health .....112**

Student will learn of the normal tooth anatomy and the process of tooth decay.

## **Lesson 15: Hydrate To A Healthy Weight .....120**

Students will fill out a crossword puzzle to learn about the importance of hydration and the best drinks to quench thirst.

## **Lesson 16: Don't Push Me: Drug & Alcohol Prevention .....125**

Explains the difference between good drugs (medicine) and bad drugs and describes the affects of alcohol on the body.

## **Lesson 17: Tobacco Stinks! .....133**

Designed to identify the effects of tobacco on the body and how tobacco products are marketed.

## **Lesson 18: Healthy Finish Line .....141**

Identify key concepts from the year's health lessons as well as create a list of activities that he/she has participated in to promote a healthy lifestyle.

## **Pre/Post Test .....145**



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## 1. Background Information – Teacher’s Guide

A. Lesson preparation information for the teacher is listed on the first few pages of each lesson under the following headings:

1. **Texas Essential Knowledge and Skills (TEKS)/National Health Education Standards** – The 6th grade TEKS and National Health Education Standards are listed by number for each lesson. These skills are either completely or partially addressed in the health education lesson.
2. **Objectives** — The objectives state what the student should be able to do after learning the concepts of the lesson. The objectives are written in behavioral terms from the six levels of the cognitive domain knowledge, comprehension, application, analysis, synthesis or evaluation.
3. **Materials** — The materials sections list what items you will need to complete this lesson. Most lessons only require the student workbook and pens or pencils. However, some lessons will require other materials such as scissors, glue or magazines. This section also references the workbook pages that will be used in the lesson.
4. **Teaching Time Required** — This section provides the time required to teach the lesson. The teaching time required also accounts for the time needed to complete the lesson activity. Most lessons should take 30-45 minutes to complete. There are some lessons that have detailed activities that may take longer.

## 11. Making Full Use of the Lesson – Teacher’s Guide

A. The lesson starts by reviewing the following four sections:

1. **Directions** — Gives instructions on the sequence in which the lessons and activities should be completed.
2. **Lesson Introduction** — Provides a “sample” statement the teacher can use when “setting up” or introducing the lesson to the students. It will always appear before the lesson begins and is written at a level that 6th grade students can understand regarding the focus of the lesson.
3. **Lesson Content** — Outlines what should be taught in the lesson. It also supplies a list of key words that students should listen for while completing the lesson. These words are either subheadings of the lesson topic or bold in the body of the lesson.
4. **Teaching Concepts** — All concepts are sequentially numbered. Under the heading are the content bullets that should be taught, using age appropriate language.

### iii. Completing the Lesson Activity

A. The sections that will describe the activity are below:

1. **Activity Introduction** — Provides a small paragraph describing what the student should learn by completing the activity.
2. **Extension Activity** — Provides an opportunity for students to continue an activity outside of the classroom. The activities are optional and can be used if students need an additional activity for better understanding the concepts of that lesson.
3. **The Physical Activity Contract** — Allows students to create personal goals for increasing physical activity over the course of six weeks. Students complete this contract in Lesson 3 and may refer to it for tracking purposes as often as they wish.
4. **The Dietary Contract** — Allows students to create personal goals for improving healthy eating over the course of six weeks. Students complete this contract in Lesson 3 and may refer to it for tracking purposes as often as they wish.
5. **The Journal Entry Sheet** — This sheet is designed to help the student reach weekly goals. It is completed once a week for the duration of the program. A small take-home booklet can be created with the journal entry sheets and the dietary and physical activity contracts. The students can keep this booklet for their own personal reference. One copy of the Journal Entry Sheet is provided in the teacher's guide only. The facilitator/ teacher should make photocopies of the sheet to distribute to each student once a week for the duration of the lessons.

### iv. Pre/Post Exam

A. Before the first lesson and after the last lesson.

1. The pre-exam is administered before the first lesson and post-exam after the last lesson.
2. The master copy of the exam and the answer sheet are located in the teacher's guide.



## Pre/Post Test: 6th Grade Health Test



1. What is the disease called when you have too much sugar in your blood?
  - a) glucose
  - b) insulin
  - c) diabetes
  - d) stroke
2. Which of the following nutrients is your body's most important source of energy?
  - a) protein
  - b) fats
  - c) vitamins
  - d) carbohydrates
3. It is healthy for a person to make half their plate fruits and vegetables because they are
  - a) high in fiber
  - b) low in sugar
  - c) low in fat
  - d) all of the above
4. Which of the following helps build strong bones and teeth?
  - a) vitamin A
  - b) vitamin E
  - c) calcium
  - d) iron
5. A \_\_\_\_\_ is a unit of energy, a way of expressing how much energy you would get by eating a certain food.
  - a) vitamin
  - b) calorie
  - c) serving
  - d) mineral
6. Which of the following is NOT a function of water?
  - a) aids the body in digestion
  - b) carries nutrients to the cells
  - c) cools the body down through sweat
  - d) carries waste into the cells
7. The food label will give you information about ...
  - a) how much the food costs
  - b) what nutrients are in the food
  - c) the company making the food
  - d) who should eat the food

## Pre/Post Test: 6th Grade Health Test



- 22.** Bacteria usa azúcar y almidones en los alimentos para hacer \_\_\_\_\_ que el esmalte del diente se erosione.
- a) fluoruro
  - b. saliva
  - c. ácido
  - d. dentina
- 23.** Que es un ejemplo de un factor de riesgo no-modificable para enfermedad cardiac?
- a) falta de actividad física
  - b) predisposicion genetica
  - c) fumar
  - d) sobrepeso/obesidad
- 24.** \_\_\_\_\_ es un bloqueo de las arterias del corazon.
- a) derrame cerebral
  - b) enfermedad cardiac congenita
  - c) hipertension
  - d) enfermedad coronaria del corazon
- 25.** Se recomienda que un individuo tome \_\_\_\_\_ bazos de agua al dia.
- a) 4
  - b) 6
  - c) 8
  - d) 12

### Clave De Respuestas

- |               |               |
|---------------|---------------|
| <b>1.</b> c)  | <b>14.</b> d) |
| <b>2.</b> d)  | <b>15.</b> b) |
| <b>3.</b> d)  | <b>16.</b> c) |
| <b>4.</b> c)  | <b>17.</b> d) |
| <b>5.</b> b)  | <b>18.</b> c) |
| <b>6.</b> d)  | <b>19.</b> b) |
| <b>7.</b> b)  | <b>20.</b> a) |
| <b>8.</b> d)  | <b>21.</b> d) |
| <b>9.</b> c)  | <b>22.</b> c) |
| <b>10.</b> b) | <b>23.</b> b) |
| <b>11.</b> a) | <b>24.</b> d) |
| <b>12.</b> b) | <b>25.</b> c) |
| <b>13.</b> d) |               |

# YOUR UNIQUE STREAK

## Health TEKS:



**12.A/G Personal/Interpersonal Skills:** The student describes healthy and respectful ways to communicate consideration and respect for self, family, friends and others. The student is expected to demonstrate ways to communicate empathy to others and have consideration for others,<sup>a</sup> and demonstrate strategies for showing respect for individuals differences such as race, physical, appearance, and socioeconomic status.<sup>9</sup>



## English Language Arts and Reading TEKS:



### Objectives:

Upon completion of this lesson, each student will

- 1 Use effective communication strategies to interview a classmate regarding his/her healthy favorites and special qualities.
- 2 Use the information gathered in the peer interview to create main points of interest.
- 3 Use effective communication skills to verbally introduce a student to classmates.
- 4 Explain how good communication skills are important to one's health.

**1.A Developing and Sustaining Foundational Language Skills:** listening, speaking, discussions, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to listen actively to interpret a message, ask clarifying questions, and respond appropriately.

**12.A/J Inquiry and Research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquire processes for a variety or purposes. The student is expected to generate student-selected and teacher-guided questions for formal and informal inquiry<sup>a</sup> and use an appropriate mode of delivery, whether written, oral, or multi modal, to present results.<sup>j</sup>

## National Health Education Standards:



**4.8.1 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** - Apply effective verbal and nonverbal communication skills to enhance health.

## Lesson Summary:

The Students will work in pairs to interview each other and gather unique information. Students will then create a name poster using the information gathered within the interview. Lastly, students will introduce each other to the entire class, making note of each student's special characteristics.

### Materials:

The class will need:

- Student Workbook
- Construction paper
- Interview script
- Pen or pencil



### Teaching Time Required:

45 – 50 minutes

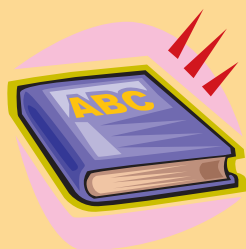


## Procedures:

To start this lesson, say:

*"This lesson is about getting to know your classmates. Each person in this room brings special qualities and strengths to our class. It is important to learn about each person so that we may gain from his/her knowledge, likes and strengths. Today you will partner with a classmate to learn about his/her healthy favorites, special qualities and strengths. You will then create a name poster describing your partner's healthy uniqueness, as well as introduce him/her to the rest the class."*

- Distribute the student workbooks and other needed materials.
- Teach the content bullets listed.
- Have students create an interview script.
- Have students choose a partner or randomly assign each student to a partner.



## Teaching Concept:

Getting to know people and using good communication skills are important to one's health. By talking with others and learning more about others, you can have stronger friendships and relationships. Having strong friendships and relationships with others enhances your social and emotional health.

## Teaching Concept:

Each person has special qualities that are unique to him or her. By talking with each other you can learn about each person's strengths and healthy likes/dislikes. It is important to know about each other's strengths and likes/dislikes.







## Teaching Concept:

Talking with a classmate to gather information is known as interviewing. When interviewing a classmate, you should follow a set of guidelines so that you stay on task. What are some examples of questions that you could ask your classmate to learn about his/her strengths, special qualities and healthy favorites?

- A. What is your favorite healthy food?
- B. What is your favorite subject in school?
- C. What subject are you best at in school?
- D. How many brothers and sisters do you have?
- E. What did you do this summer?
- F. What is your favorite physical activity?
- G. What physical activity are you best at?

Have the students brainstorm for a list of several questions to ask their classmates. Next, have them create at least 4 questions specific to healthy favorites, at least 4 questions specific to special or unique qualities at least 4 questions specific to strengths, and a few additional questions. The students will then write out the responses to these 12 or more questions on their interview script.

## Teaching Concept:

After completing the interview, you will create a name poster for your partner to hang on his/her locker, desk, etc. Begin your poster by writing your partner's name vertically on a sheet of construction paper.

Example: N

A

M

E

Then, using the information given in the interview, create a phrase or sentence that begins with each letter in your partner's first name that describes him/her.

Example: N – ew student at Brown Middle School

A – stros is the name of her soccer team

M – angos are her favorite fruit

E – ats oatmeal for breakfast each day

Lastly, each of you will introduce your partner to the entire class. Describe him/her using your poster as a guide while he/she stands in front of the classroom. Allow for questions at the end of your introductions.

## Assessment/Check For Understanding:

- Read the directions aloud.
- Review the final product.
- Ask if they have any questions.
- Listen to each student's introduction of his/her partner.
- Review the interview script items for appropriateness and clarity.
- Allow student time to complete the activity as you walk around and help them.

## Review Sheet:

See Student Workbook



1

• Getting to know people and using good communication skills are important to one's health.



2

• By talking with others and learning more about others you can have stronger friendships and relationships.

3

• Having strong friendships and relationships with others enhances your social and emotional health.



4

• Each person has special qualities that are unique to him or her.



## Directions:

Choose a partner and begin an interview (using the interview script on the next page) about his/her special qualities, strengths and favorite activities such as after school activities, foods, family, pets/animals, subjects in school, what he/she did over summer break, number of family members, family characteristics, what is your best subject in school, what physical activity are you good at, etc. Take notes as you interview your partner.



After you have interviewed your partner, switch roles. Allow your partner to ask you similar questions to learn about your favorites and special qualities. Next, each of you will create a poster for your partner to hand on his/her locker, desk, etc. Begin your poster by writing your partner's name vertically on a sheet of construction paper.

**Example:**

- N -
- A -
- M -
- E -

Then using the information given in the interview, create a phrase or sentence that begins with each letter in your partner's first name that describes him/her.

**Example:**

- N - ew student at Brown Middle School
- A - stros is the name of her soccer team
- M - angos are her favorite fruit
- E - ats oatmeal for breakfast each day

Lastly, each of you will introduce your partner to the entire class. Describe him/her using your poster as a guide while he/she stands in front of the classroom. Allow for questions at the end of your introductions.



## Hoja de Repaso:

Vea el Cuaderno del Estudiante página 4.



**1** • Conociendo a la gente y usando buenas habilidades de comunicación son importante para la salud.



**2** • Hablando con otros y aprendiendo más de ellos, usted puede tener las amistades y las relaciones más fuertes.

**3** • Tener las amistades y las relaciones fuertes con otros aumentan su salud social y emocional.



**4** • Cada persona tiene cualidades especiales que son únicas para él o ella.





## Instrucciones:

Seleccione una pareja y emiece la entrevista (usando la guía de la entrevista en la siguiente página) hacer preguntas acerca de sus "cosas favoritas," cualidades y puntos fuertes especiales como actividades extra escolares preferidas, comidas, pasatiempos familiares, mascotas/animales, cursos escolares, lo que hizo durante las vacaciones de verano, el número de miembros en la familia, las características de la familia, cuál es tu materia favorita en la escuela, y cuál es la actividad física en la que eres bueno, etc. Tome notas durante la entrevista con su pareja.

Cuando hayas entrevistado a tu compañero, cambia de papel. Permita que su pareja le haga preguntas similares para conocer sus cosas favoritas y cualidades especiales.

A continuación, cada uno de ustedes creará un cartel para que su pareja lo cuelgue en su casillero, escritorio, etc. Empiecen el cartel escribiendo el nombre de su pareja verticalmente en una hoja de papel de construcción.

**Ejemplo:** N -  
O -  
M -  
B -  
R -  
E -

Enseguida, utilizando la información que anoto de la entrevista, crear una frase o oración que empieza con cada letra en el primer nombre de tu pareja y que prepresenta a el o ella.

**Ejemplo:** N - uevo estudiante en la escuela secundaria Brown  
O - sos es el nombre de su equipo de fútbol  
M - angos son la fruta favorita de ella  
B - enedicios resultan de un desayuno con gachas de avena  
R - obustos dientes y huesos se crean del calcio  
E - lote preparado es su vegetal favorito

**Finalmente, cada uno introduce su pareja a la clase entera.** Describa el o ella usando el cartela como guía mientras que el o ella esta de pie frente a la clase. Permita unas preguntas de la audiencia cuando termine se introducción.



## Review Sheet: See Student Workbook

Write the questions that you would like your partner to answer in the interview under the appropriate heading. Use this script to guide your interview discussion.



### Favorites:

No answer key, responses will vary.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Special or Unique Qualities:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Strengths:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Additional Items (Optional):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Hoja de Repaso: Vea el Cuaderno del Estudiante

Escriba las preguntas que quiera dirigir a su pareja durante la entrevista bajo la clasificación apropiada. Utilice este guión para organizar su entrevista y discusión.



### Las cosas favoritas:

No hay llave de respuestas, las respuestas pueden variar.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Las Cualidades Especiales o Únicas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Las Fortalezas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Elementos Adicionales (Opcional):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# PICK YOUR PORTIONS

## Health TEKS:



**6.A Health Information:** The student comprehend ways to enhance and maintain personal health throughout the life span. The student is expected to analyze healthy and unhealthy dietary practices.

**8.C Influencing Factors:** The student understands how factors in the environment influence individual and community health. The student is expected to make healthy choices from among environmental alternatives.



## Objectives:



Upon completion of this lesson, each student will

- 1 Explain how to build a healthy plate.
- 2 Explain how the MyPlate can help to guide in meal planning.
- 3 Provide examples of appropriate meals for breakfast, lunch and dinner.

## National Health Education Standards:

**1.8.1** Students will comprehend concepts related to health promotion and disease prevention to enhance health. – Analyze the relationship between healthy behaviors and personal health.

**7.8.2** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks. – Demonstrate healthy practices and behaviors that will maintain or improve the health of self or others.

## Lesson Summary:

Students will create a breakfast, lunch, and dinner plate based upon appropriate portion sizes and the ¼ protein, ¼ carbohydrate, ½ fruit and vegetable dinner plate recommendations. Students will use MyPlate to assist with meal planning making sure that all food groups are eaten in the daily recommended amounts.

## Materials:

- Student Workbook
- Pen/Pencil



## Teaching Time:

- 45 – 50 minutes in-class activity
- 20 – 25 minutes extension activity





## Procedures:

To start this lesson, say:

*"Today we will learn about appropriate portion or serving sizes. It is important to make sure that you eat the appropriate serving size of food so that you don't eat in excess. It is also important that you eat a variety of foods from the different food groups. The new MyPlate outlines how much of each food group someone your age should eat daily."*

- Distribute student workbooks
- Teach Teaching Concepts provided below
- Allow students time to complete a healthy plate for breakfast, lunch, dinner
- Explain extension assignment

## Teaching Concept:

A portion or serving is the amount of food you eat. MyPlate suggests specific daily servings for kids your age that participate in about 30 minutes of physical activity each day. MyPlate is a way for people to understand how to eat healthy. MyPlate illustrates the 5 food groups using a place setting as a visual. The sections of the plate are:

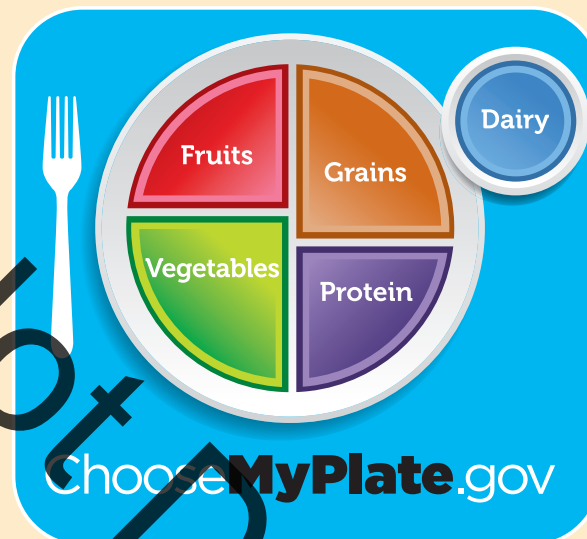
orange – grains

green – vegetables

red – fruits

blue – dairy products

purple – protein



## Teaching Concept:

There are important points to remember regarding your eating habits. According to MyPlate and the Dietary Guidelines for 2015-2020 you should:

Enjoy your food, but eat less.

Avoid oversized portions.

Make half your plate fruits and vegetables.

Make at least half your grains whole grains.

Move to fat-free or low-fat (1%) milk/yogurt.

Choose foods low in sodium.



Drink water instead of sugary drinks.  
Find your healthy eating style.  
Focus on whole fruits, vary your veggies.  
Vary your protein routine.  
Eat less saturated fat and added sugars.  
Everything you eat and drink matters!



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## Teaching Concept:

According to the Dietary Guidelines for 2015-2020, you should eat certain amounts from each group daily.

### Grains

9- to 13-year-old girls need about 6 servings (3 cups) each day.

9- to 13-year-old boys need about 6 servings (3 cups) each day.

**Make at least half your grains whole grains**



### Vegetables

9- to 13-year-old girls need about 4 servings (2 cups) of veggies each day.

9- to 13-year-old boys need about 4-5 servings (2 1/2 cups) of veggies each day.

**Make half your plate fruits and vegetables. Eat a variety of vegetables each week.**

### Fruits

9- to 13-year-old girls need about 3 servings (1 1/2 cups) of fruit each day.

9- to 13-year-old boys need about 3 servings (1 1/2 cups) of fruit each day.

**Make half your plate fruits and vegetables.**

### Dairy

9- to 13-year-old girls need 3 servings (3 cups) each day.

9- to 13-year-old boys need 3 servings (3 cups) each day.

**Drink fat-free or low-fat (1%) milk.**



### Protein

9- to 13-year-old girls need about 1-2 servings (5 ounces) each day.

9- to 13-year-old boys need about 1-2 servings (5 ounces) each day.

**Go lean with protein.**

**Additionally, fats and oils should be used sparingly.** Foods that contain unsaturated fats are better than foods containing saturated fats. Enjoy your food, but eat less. Avoid oversized portions. Drink water instead of sugary drinks. Sweets should be limited as well.

3

## Teaching Concept:

Now that we know **how many servings to get per day**, we need to ask the question, "How much food is in a serving?" The answer is: "That depends on the type of food you are eating."

One serving or portion is the suggested amount of food that you should eat in one setting.

1. A medium potato is the size of a computer mouse.
2. A medium-sized fruit or vegetable is the size of your clenched fist.
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4. One serving of cold cereal is equal to 2 rounded handfuls (1 cup).
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6. One serving of meat, fish, or chicken is the size of a deck of cards (3 ounces).
7. One serving of cheese is the size of one dice (1 ounce).
8. One serving of butter is the size of a postage stamp (1 teaspoon).
9. One serving of milk, water, or fruit juice will fill a coffee cup (3/4 cup).



## Teaching Concept:

**Review the directions:** Use the **MyPlate** recommendations to create a healthy breakfast, lunch, and dinner plate with appropriate portion sizes.

\*\* Remind the students to create meals with a variety of foods so that all groups are represented at some point throughout the day in recommended daily amounts.



## Assessment/Check For Understanding:

- Review **MyPlate** and serving sizes chart.
- Read directions aloud to in-class activity.
- Ask if they have questions.
- Allow enough time to complete activity while you help as needed.
- Review 'healthy plates.'
- Read extension activity directions.
- Ask if they have any questions.
- Review food log and discussion questions.



## Review Sheet: See Student Workbook

### The 2010 Dietary Guidelines:

Recommendations for kids aged 9-13 years that engage in about 30 minutes of physical activity each day.

#### Grains

9- to 13-year-old girls need about 6 servings (3 cups) each day.

9- to 13-year-old boys need about 6 servings (3 cups) each day.

Make at least half your grains whole grains

#### Vegetables

9- to 13-year-old girls need about 4 servings (2 cups) of veggies each day.

9- to 13-year-old boys need about 4-5 servings (2 1/2 cups) of veggies each day.

Make half your plate fruits and vegetables. Eat a variety of vegetables each week.

#### Fruits

9- to 13-year-old girls need about 3 servings (1 1/2 cups) of fruit each day.

9- to 13-year-old boys need about 3 servings (1 1/2 cups) of fruit each day.

Make half your plate fruits and vegetables.

#### Dairy

9- to 13-year-old girls need 3 servings (3 cups) each day.

9- to 13-year-old boys need 3 servings (3 cups) each day.

Drink fat-free or low-fat (1%) milk.

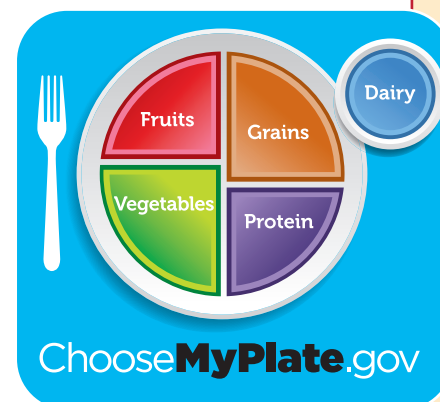
#### Protein

9- to 13-year-old girls need about 1-2 servings (5 ounces) each day.

9- to 13-year-old boys need about 1-2 servings (5 ounces) each day.

Go lean with protein.

Additionally, fats and oils should be used sparingly. Foods that contain unsaturated fats are better than foods containing saturated fats. Enjoy your food, but eat less. Avoid oversized portions. Drink water instead of sugary drinks. Sweets should be limited as well.



## Hoja de Repaso: Vea el Cuaderno del Estudiante

### Las Directrices Dietéticas de 2010

Las recomendaciones para jóvenes de 9 a 13 años de edad que participan en 30 minutos de actividad física cada día.

#### Granos

Niñas de 9 a 13 años de edad necesitan 6 porciones (3 tazas) al día.

Niños de 9 a 13 años de edad necesitan 6 porciones (3 tazas) al día.

**Haz que la mitad de tus granos sean integrales**

#### Verduras

Niñas de 9 a 13 años de edad necesitan 4 porciones (2 tazas) de verduras al día.

Niños de 9 a 13 años de edad necesitan 4-5 porciones (2 ½ tazas) de verduras al día.

**Haz que la mitad de tu plato sea de frutas y verduras. Come una variedad de verduras cada semana**

#### Frutas

Niñas de 9 a 13 años de edad necesitan 3 porciones (1 ½ tazas) de fruta al día.

Niños de 9 a 13 años de edad necesitan 3 porciones (1 ½ tazas) de fruta al día.

**Haz que la mitad de tu plato sea de frutas y verduras.**

#### Productos lácteos

Niñas de 9 a 13 años de edad necesitan 3 porciones (3 tazas) al día.

Niños de 9 a 13 años de edad necesitan 3 porciones (3 tazas) al día.

**Tomen leche descremada o baja en grasa (1%)**

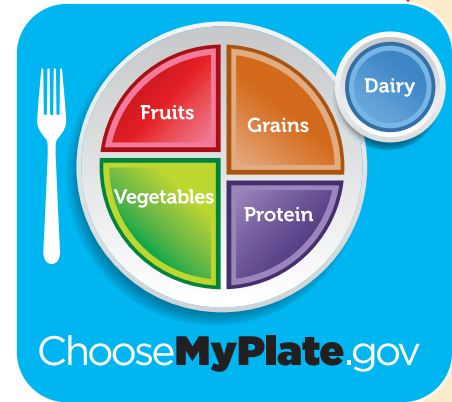
#### Proteínas

Niñas de 9 a 13 años de edad necesitan 1-2 porciones (5 onzas) al día.

Niños de 9 a 13 años de edad necesitan 1-2 porciones (5 onzas) al día.

**Vaya magro con la proteínas.**

Adicionalmente, las grasas y aceites deben ser usados escasamente. Los alimentos que contienen grasas insaturadas son mejor que los alimentos que contienen grasas saturadas. Disfruta de tu comida pero come menos. Evita las porciones grandes. Toma agua en lugar de de las bebidas azucaradas. El consumo de dulces debe limitarse también.





## Review Sheet: See Student Workbook

A portion or serving is the amount of food you eat.

**MyPlate** shows a range of daily servings for each food group. The number of portions or servings that one should eat depends on age, gender, size, and activity level. However, it is important to know just exactly what a single serving or portion of food should look like. When estimating the portion size of the food you are eating follow the guide below. One serving or portion is the suggested amount of food that you should eat in one setting.

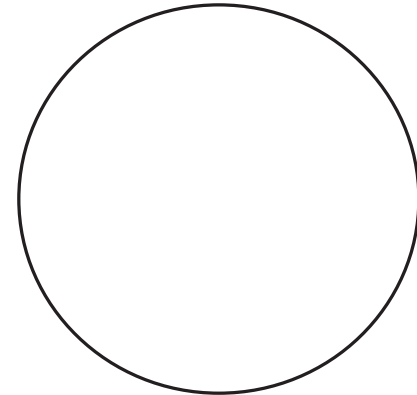
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6. One serving of meat, fish, or chicken is the size of a deck of cards (3 ounces).
7. One serving of cheese is the size of one dice (1 ounce).
8. One serving of butter is the size of a postage stamp (1 teaspoon).
9. One serving of milk, water, or fruit juice will fill a coffee cup (1 cup).

**Directions:** Using the portion sizes above and the **MyPlate** recommendations to create a healthy breakfast, lunch, and dinner plate with appropriate portion sizes.

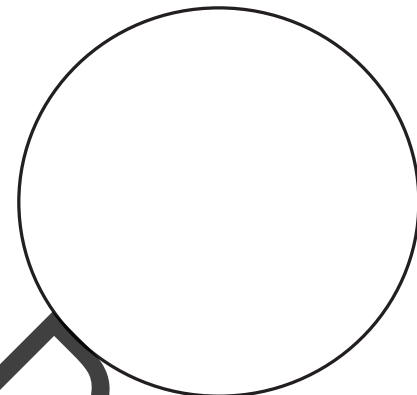
### Extension Assignment:

Record your food intake for breakfast, lunch and dinner in the following table:

Breakfast	Lunch	Dinner



Breakfast

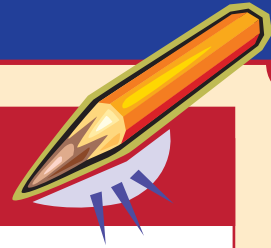


Lunch



Dinner





## Hoja de Repaso: Vea el Cuaderno del Estudiante

Una porción es la cantidad de alimento que comes. La gráfica **MiPlato** demuestra la variedad de porciones recomendadas de cada grupo de alimentos. El número de porciones que uno come debe relacionarse con su edad, género, tamaño corporal, y nivel de actividad física. Sin embargo, es importante poder visualizar una sola porción de comida. Para calcular el tamaño actual de las porciones de alimentos que comes, sigue los pasos abajo. Una porción es la cantidad recomendada de comida que uno debe consumir en una sola sentada.

1. Una papa mediana es el tamaño de un ratón de la computadora.
2. Una fruta o verdura mediana es del tamaño de su puño cerrado.
3. Una porción de arroz, pasta, frijol, nueces, avena, pedazos de frutas o vegetales es lo que cabe en una mano abierta (1/2 taza).
4. Una porción de cereales fríos es equivalente a 2 puños (1 taza).
5. Un panqueque, tortilla, rebanada de pan es el tamaño de un CD/DVD.
6. Una porción de carne, pescado, o pollo es el tamaño de una baraja de cartas.
7. Una porción de queso es el tamaño de un dado (1 onza).
8. Una porción de mantequilla es el tamaño de una estampilla postal.
9. Una porción de leche, agua, o jugo de fruta llena una taza de café (1 taza).

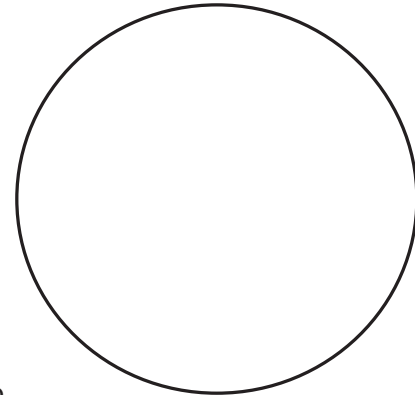
### Instrucciones:

Usando las porciones de arriba y las recomendaciones diarias de **MiPlato**, prepare un desayuno, almuerzo y cena saludable con los tamaños de las porciones apropiadas.

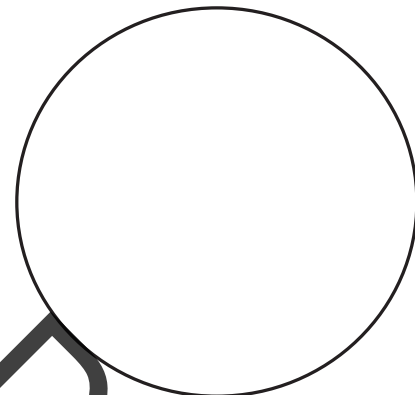
### Asignación de Extención:

Registre su **consumo** de alimentos del desayuno, almuerzo y cena en la siguiente tabla:

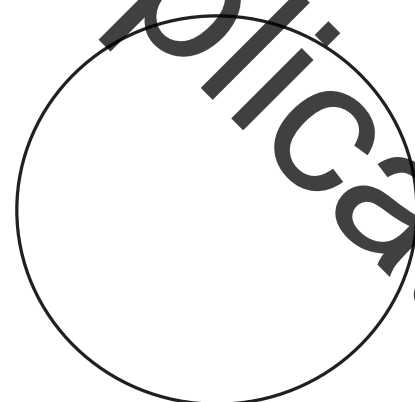
Desayuno	Almuerzo	Cena



Desayuno



Almuerzo



Cena