

April POM Lesson Plan Grades 4 or 5

Introduction

- Introduce yourself.

Ask students if they remember last month's POM (carrots). Ask them if they snacked on baby carrots at anytime throughout the month at home. Ask if they used their bracelet (or tracker) and if they tried the Kid's Challenge. Also ask if they tried the recipe in their parent newsletter.

Nutrition Component

Objectives

- Learn why healthy snacking is important.
- Learn how to make healthful choices for snacks.

Supplies Needed

- "Pack your snacks and go" OR "The Choices Are Yours" worksheets (look over both and determine which is more appropriate for your students)

Background

Healthy snacks can supply a large portion of nutrients children need for growth. Snacks can help us eat fruits and vegetables, low-fat milk products, and whole grains.

Snacks also provide the added energy requirements children need for growth. Children need the energy provided by snacks to learn and play.

Snacks should make children more energized. If a snack makes one feel too full or sluggish, the portion size may need to be reduced, or a healthier type of snack might be a better choice.

Healthy snacking learned early in childhood will be a habit that lasts a lifetime.

You may download the "Pack Your Snacks and Go" worksheet at http://www.fns.usda.gov/tn/Resources/EatSmart/pack_snacks_sheets.pdf

Do the Activity:

Choose one of two options:

Give each student a "The Choices are Yours!" (p. 7) worksheet. Have them commit to the Eat Smart and Play Hard "I can" small step by selecting actions they can check off and complete the word scramble.

Encourage the students to write 3 goals for new foods they'll try, 3 smart snacks to ask a family member to put on a grocery list, and 3 snacks ideas to share with friends.

(Courtesy of Kansas State University-Power Panther Pals)

	<p>OR ... Give each student a “Pack Your Snacks and Go” worksheet and have them complete the crossword. Ask: What were the Power Panther’s favorite travel snacks? <i>(grapes, celery, apple, yogurt, graham cracker, carrots)</i></p> <p>Can the students name snacks that are not healthy choices? <i>(cake snacks, “gummy” fruit snacks, fruit-flavored drinks containing sugar, French fries)</i></p>
<p>Apply:</p>	<p>What can be done to assist students in having healthier snack choices? <i>(Plan ahead---think of foods listed on MyPyramid, convenience---remember to pick a better snack)</i></p> <p>Have students brainstorm ideas for healthy snacks. Are these ideas (listed below) included on their list?</p> <p>Fresh fruit and vegetables (The original snack pack!) Popcorn or pretzels (Movie popcorn should be discouraged.) Snack size yogurt or pudding Canned or dried fruit Frozen grapes, banana slices or popsicles made from 100% juice Peanut butter and fruit sandwich (try apple slices, banana or raisins) Whole-grain crackers and cheese String cheese Tortilla with beans, cheese, lettuce and salsa Pita sandwich with tuna and lettuce Mini-pizzas made with English muffins or pita bread Vegetable and noodle soup</p>

Produce of the Month Component

<p>Objectives</p> <ul style="list-style-type: none"> Learn the special characteristics of grapes. Learn that grapes are colorful and easy to eat as snacks. <p>Supplies Needed</p> <ul style="list-style-type: none"> April POM parent newsletters Fresh bunches of 	<p>Background</p> <p>Grapes come in more than 50 varieties in black, blue, blue-black, golden, red, green, purple, and white colors with a juicy pulp inside. The two main types of grapes are the American and European. They both come in seeded and seedless varieties. Common varieties include Thompson, Flame, Ruby, Perlette and Tokay grapes. Most U.S. grapes are grown in California.</p> <p>Grapes date back as far as the Egyptians and early Romans. In the early 1800’s Native Americans grew grapes, but they had a sour taste. A California farmer began growing the first table grape in the</p>
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<p>different colored grapes; raisins</p> <ul style="list-style-type: none"> • Grapes for each student to taste • Small paper plates • Napkins • Plastic serving gloves • Anti-bacterial gel 	<p>mid-1800s. Nearly all of the grapes consumed in the United States are now grown in California.</p> <p>Grapes grow in bunches on vines. They are considered berries. The vines must grow for two years before the grapes can be picked. The vines grow best when helped up with trellises, so the grapes do not lie on the ground. It is estimated that one bunch contains 100 grapes.</p> <p>Grapes are about 80 percent water, making them a low calorie snack or dessert; a cup of Concord or Catawba grapes contains only about 60 calories. There are about 32 grapes in 1 cup; 16 grapes in ½ cup. Grapes also add fiber to the diet and are naturally low in sodium.</p> <p>Raisins, or dried grapes, contain only about 15 percent water. For this reason, nutrients and calories are more concentrated in raisins—one cup contains 464 calories! Because they do have very low water content and the nutrients and calories are concentrated, ¼ cup of raisins (or any dried fruit) is equal to a ½ cup of raw fruit, so a little bit goes a long way. Like other dried fruit, raisins are a good source of iron. If you eat them for a snack, brush your teeth afterwards to remove sticky, natural sugar.</p> <p>Grapes are good sources of phytochemicals that can prevent certain diseases. They are good sources of vitamins C & K. Vitamin C helps heal wounds and vitamin K is needed to help blood clot.</p> <p>The average American eats eight pounds of grapes per year; up from 2 pounds per year in the 1970’s.</p> <p><i>Sources: Harvest of the Month, California Nutrition Network, Centers for Disease Control, 5 A Day, Fresh California Grapes</i></p>
<p>Talk It Over: Phytochemicals</p>	<p>As a class, investigate the definition of phytochemicals. <i>Phytonutrients (phyto comes from the Greek word for plant) are biologically active substances that are responsible for giving plants their fragrance, color, and flavor. Phytonutrients also contribute to the plant’s self-defense system by protecting it from pests, viruses, bacteria, and excessive sunlight. Evidence indicates that these same phytonutrients may also protect the human body from certain cancers and heart disease. There are hundreds, probably thousands, of phytochemicals found in fruits, vegetables, grains, and some herbs.</i></p>

	<p>What phytochemicals are found in grapes? <i>Grapes are loaded with phytonutrients such as resveratrol, quercetin, anthocyanin and catechin. Resveratrol, found primarily in the skin of grapes, has been found in preliminary studies to fight breast, liver and colon cancers. Where are most phytochemicals found in grapes? (skins)</i></p> <p>Resources: www.cdc.gov/nccdphp/dnpa/5ADay/month/grapes.htm www.dole5aday.com/ReferenceCenter/Encyclopedia/Grapes www.freshcaliforniagrapes.com</p>
<p>Apply: Taste Opportunity</p>	<p>Talk about how fruits are good to eat for snacks, for dessert, or at meals. What are dried grapes called? (<i>raisins</i>)</p> <p>We need to eat fruits every day. Fruits are convenient – all you need to do to get grapes ready to eat for a snack is to Wash. Eat. (How easy is that?)</p> <p>Ask the students what color groups are represented by grapes? <i>Grapes – green, blue/purple, red</i></p> <p>Ask the students what are some different forms of grapes that they can eat at home? <i>Grapes – fresh, canned, dried, make your-own frozen</i></p> <p>If you would like to try frozen grapes, “Cool Grapes”, do the following: in advance, wash grapes and remove stems. Arrange grapes on a baking sheet and place in freezer for 30 minutes. Give the students an elapsed time problem. For example, “If the grapes are placed in the freezer at 9:15 a.m., at what time can you take them out?” Have students try the “Cool Grapes” or taste room temperature grapes.</p>
<p>Physical Activity Component</p>	
<p>Objectives</p> <ul style="list-style-type: none"> • Know how to take your pulse. • Know what physical activity impacts heart rate. <p>No Supplies Needed</p>	<p>Background</p> <p>Healthy habits we learn as children can become lifelong habits that affect our well being later in life. Physical activity plays an important part in building strong bones and muscles. It also helps keep bodies healthy and prevents diseases later in life, such as heart disease and cancer. Having fun with physical activity while one is at a young age will encourage continued physical activity resulting in a healthy, active lifestyle.</p>

	<p>Our brains need lots of oxygen. This need is satisfied with adequate heart and lung development (which is done through physical activity). Unfortunately, less than half of all children get enough activity to develop a healthy heart and lungs.</p> <p>The heart and lungs of an aerobically fit person are doing a good job of sending oxygen to muscles so they can exercise for longer periods of time, or in a child, so they can play longer without becoming tired.</p> <p>Physical activity:</p> <ul style="list-style-type: none"> • Strengthens the heart (lowers resting and working heart rate, faster recovery) • Reduces the risk of heart disease by improving blood circulation throughout the body • Improves blood cholesterol levels • Prevents and manages high blood pressure
<p>Do the Activity: Find Your Pulse</p>	<p>The heart is the strongest muscle in the body. The heart pumps blood which carries oxygen to other parts of your body. By doing physical activity you are helping make your heart stronger. The heart pumps about 70 times a minute. When you are being physically active your heart pumps even more.</p> <p>Can you find your pulse? Have the youth lay their hand and wrist flat on a desk. Feel with their fingertips (NOT the thumb) of their other hand along the thumb side edge of the wrist (about an inch below the base of the thumb) to feel their pulse. (The pulse can also be found on the side of the neck by lifting the chin slightly and feeling for the pulse in the "soft spot" on your throat, just to the side of the "Adam's apple".</p> <p>When they have found it, have them count the number of pulses in six seconds then add a zero.</p> <p>Have the youth run in place for a couple of minutes. Repeat the process of finding their pulse. What is your pulse now?</p> <p>As a class, create a 5-minute routine of physical activity that the class could do every day. Your routine may be walking in place for a minute, doing 10 toe touches, running in place for a minute, doing 10 toe touches, and walking in place for a minute. You could even pick a favorite song to play when doing the activity.</p>

	<p>Have students check their pulse at different times after different activities to see when their heart rate is higher.</p> <p>Students could also check their heart rate for a week and compare when it is higher and lower.</p>
<p>Talk It Over:</p>	<p>How many of you are breathing harder after you ran in place? <i>(When you ran in place you were taking in more oxygen for your working muscles.)</i> The more physically active we are, the stronger our muscles are.</p> <p>Does anyone know what it means to be physically active? <i>(getting up and doing something such as walking, running, playing)</i> It can also be things like raking leaves, or shoveling snow.</p> <p>What are some things you have done today or yesterday to be active?</p> <p>We need to be active so that we can have strong muscles such as our hearts. Being active helps our lungs work better so that we can get oxygen to our brains!</p>
<p>Apply</p>	<p>Have youth share their favorite indoor and outdoor activity and discuss ways they could become more active. <i>(It's OK to watch some television, but we need to balance our inactive and active physical activities.)</i></p>

The Choices are Yours!

Small steps add up! What can you do to be your best? Check (✓) them off. Add your own!

To **PLAY HARD**, I can...

- Watch TV less often.
- Find some active fun to do with my friends after school.
- Help my family with chores.
- Dance or walk to relieve stress.
- Walk while I talk on the phone.
- Play computer games less often.
- Go out for a community or school sport.
- Walk, bike, or roller-blade to the store, school, or a friend's house.

To **EAT SMART**, I can...

- Eat breakfast.
- Drink juice, milk, or water when I'm thirsty—maybe with fast food.
- Use food labels to pick snacks with less fat and less sugar.
- Drink milk with lunch or supper.
- Order regular-size fast foods.
- Compare my usual amounts to serving sizes on food labels, so I don't overeat.
- Take fruit in my backpack to snack on when I'm hungry.
- Try a new vegetable this week.
- Eat slowly; stop when I'm full.
- Ask my family to buy healthful snacks, such as fruits and veggies.

Word Scramble

Unscramble these fruit and veggie snacks. Try to find them in your store. Better yet, buy 'em and taste 'em!

WIKI FUIRT	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
PAAPYA	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
CAAJIM	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
HUCZINCI	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
NOAMG	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDR REPEPP	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Word Bank - Jicama, Kiwi Fruit, Mango, Papaya, Red Pepper, Zucchini



To make healthy choices, I can...

Three new foods to try:

Three things to Play Hard:

Three things to Eat Smart:

Source: *The Choices Are Yours Worksheet, IDPH Pick a Better Snack & ACT,*
http://www.idph.state.ia.us/pickabetersnack/common/pdf/april_4_5_lessons.pdf