SNACK
Student Nutrition Activity Curriculum for Kids
HIP to Be Fit®

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Introduction

In the past ten years, the prevalence of overweight and obese children and adolescents has risen dramatically. Obesity is associated with heart disease, cancer, diabetes, and arthritis. It impacts quality of life and the ability to function in society. Obesity and its costs are largely preventable by increased physical activity and good nutrition.

Alarmed by the rising obesity rates in New Mexico, National Dance Institute of New Mexico (NDI-NM) developed HIP (Health Initiative Plan) to be Fit® with funding from the US Department of Education’s Office of Safe and Drug-Free Schools. HIP to be Fit® is comprised of three components: 1) Train the Trainer curriculum for classroom teachers designed to get kids up and moving more throughout the school day while teaching core curriculum; 2) a fitness evaluation to assess the impact of NDI-NM’s programs on student fitness and progress toward meeting state PE standards; and 3) SNACK, the Student Nutrition Activity Curriculum for Kids. SNACK has two components, one for the classroom teacher and one for the NDI-NM dance teacher.

The classroom curriculum contains lesson plans and information to teach children basic nutrition while integrating core curriculum. Developed by NDI-NM and a committee of teachers, educators, and nutritionists, the SNACK curriculum is presented in the NDI-NM style: user friendly for classroom teachers and fun to do for students. This curriculum is cross-curricular and supports core No Child Left Behind testing areas such as math and reading.

NDI-NM teachers bring the SNACK message to students by incorporating nutrition and fitness messages into daily NDI-NM curriculum, teaching students how good nutrition impacts their ability to dance, and using fruits and vegetables as classifications for names of steps, to identify groups, etc.

HOW TO USE THIS CURRICULUM

The lessons in this curriculum are designed to be taught in order, each building on knowledge learned in the previous lessons, although some lessons can stand on their own. Clear, detailed instructions are given for each activity, as well as supplies and the estimated time needed to complete the exercise. Each lesson notes some of the curriculum topics and content standards it addresses. Many of the exercises suggest variations on the basic format, and many include a home connection—an easy, fun activity for children to bring home to share with parents and siblings.

Along with the curriculum suggestions, SNACK contains basic nutrition information, easy-to-fix healthy snack recipes, and activity and food logs for students to fill out. The accompanying Resource Guide lists Websites, organizations, and books that provide information, games, and materials about nutrition and fitness.

At NDI-NM, we begin each nutrition lesson with some movement. For example, have students sit in a circle. Go around the circle and have each student chant his/her name and favorite snack to a rhythm by slapping and clapping. Or use Lesson 1 for a nutrition-related movement game.

We end with our nutrition chant with which the students love!

(Teacher) I don’t know what you like to eat
(students chant back)
(Teacher) There’s more to life than eating sweets
(students chant back)
(Teacher) Veggies, Fruits and Cottage Cheese
(students chant back)
(Teacher) Beg your Momma Pretty Please
(students chant back)
(Teacher) Strong Bones (Muscle Pose)
(students chant back)
(Teacher) Healthy Heart (hands on heart)
(students chant back)
(All together) Strong Bones, Healthy Heart…FOR LIFE!

Your feedback would be very helpful in improving this curriculum. Please get student feedback on each activity and record yours as well. Send your comments or suggestions to: SNACK, NDI-NM, 1140 Alto Street, Santa Fe, NM 87501 or email info@ndi-nm.org.

Here’s to good health, healthy kids, and a lifetime of healthy living. Remember—it’s HIP to Be Fit®!

Eating Fruits & Vegetables is Important!

Eating fruits and vegetables every day is an essential part of a healthy diet. Eating five or more servings of fruits and vegetables in various colors, like BLUE/PURPLE, GREEN, WHITE, YELLOW/ORANGE, AND RED, provides the necessary vitamins, minerals, fiber and phytochemicals to maintain good health, provide energy and reduce the risk of cancer and heart disease.

In school or on the playing field, kids who eat well perform better. Eating a nutritious diet fuels the body for learning, growth, sports, and play. Kids who eat a balanced diet have bright eyes, healthy skin and teeth, and bodies that look and feel great!

Fruits and vegetables are very rich in Vitamins A and C, Folic Acid, Magnesium, and Potassium.

* Vitamin C helps maintain skin and mucous membranes and aids in vision.
* Vitamin A helps maintain skin and mucous membranes and aids in vision.

Teach your students to fuel their bodies with nutritious foods that give lots of energy and help them perform at their best. It’s easy and fun to eat fruits and vegetables as fast snacks!

As a teacher you can set a powerful example for your students. Here are some healthy fast snacks!

Whole fruit Raw, cut up vegetables Berries Dried fruit

Don’t Forget Water!!

We need lots of fresh water to stay healthy. Aside from aiding in digestion and absorption of food, water regulates body temperature and blood circulation, carries nutrients and oxygen to cells, and removes toxins and other wastes. Water is particularly important for keeping the kidneys healthy. This “body water” also cushions joints and protects tissues and organs, including the spinal cord, from shock and damage. Conversely, lack of water (dehydration) can be the cause of many ailments including hypertension, asthma, allergies, and migraine headaches. We can exist without food for two months or more, but we can only survive for a few days without water. Although we all know the importance of drinking enough water during the hot summer months, many people don’t realize they need to drink plenty of water all year round. Thirst can be slow to develop - often we don’t feel thirst even when our bodies need fluid. We often confuse thirst with hunger too. Sometimes when you think your body is asking for food, what it really needs is water. This is why it’s a good habit to drink water regularly - whether you feel thirsty or not.
SNACK Activities!

Move to 5-A-Day

Students learn to identify the 5-A-Day fruits and vegetables

Curriculum Integration:
Literacy, Health Education, Creative Problem Solving

Materials Needed:
Fruit and Vegetable Cards
Movement ID Cards
Food ID cards (next page)

Time frame:
15 – 45 minutes

SET-UP
Tape the fruit and vegetable cards to the floor or the walls of the playing area. Insure that they are spread out so students can freely move throughout the area.

ACTIVITY
1. Begin by having students find spots to stand as in the NDI-NM activity Getting to Places. (see variation)
2. Randomly select a fruit/vegetable Food ID card. Call out the color and “fruit” or “vegetable.” The Food ID Card will instruct students which card to touch. If the laminated card is taped on the wall, the students touch the card with a finger. If taped on the floor, students touch with a toe. Emphasize that students can share the card.
3. Randomly select a Movement Card or call out from the list. This card will instruct students how they are to move to the Food Card.
4. Instruct students to move to the selected Food ID Card in the manner written on the Movement Card. For example: “Students, hop to a red vegetable.”
5. After students find their cards, walk around to see if they are correct. For example, if they were instructed to find a red fruit, insure that they are all touching a card with a red piece of fruit.
6. Then ask them to return to their spots using the same movement or a different movement.
7. Continue the game as long as you wish.

VARIATIONS
* Getting to Places

Define a work area—a large open space like a gymnasium floor, school cafeteria, or outdoor area. Have a volunteer walk the perimeter so all children understand the boundaries of the space. Establish the front of the classroom so students know which way to face. Arrange the space so you can see everyone, separate friends, put smaller dancers and more difficult students up front. Direct students to create their personal space by drawing an imaginary circle around their feet. Ask students to become aware of their places in relation to the space and the other students.

Tell the students that they will have 10 counts to go anywhere in the room and then freeze like statues. Count to 10 or bang a drum 10 times. When they are scattered around the room and frozen, give them a specific assignment for returning to their places, such as, “Walk backwards to your places.” Or “Return to your places in the shapes you are frozen in.”

Alternately:
• Ask them to touch a specific wall or a specific color.
• Ask them to touch a specific shape in the room.
• Ask for different kinds of walking (like a baby, old man, fashion model, Sumo wrestler).
• Use music and ask them to interpret the music as they get to their places.

NM STATE STANDARDS

LANGUAGE ARTS
Strand: Reading and Listening for Comprehension
Content Standard I - Students will apply strategies and skills to comprehend information that is read, heard and viewed.

HEALTH EDUCATION
Standard 1 - Students will comprehend concepts related to health promotion and disease prevention
### FOOD ID CARDS FOR MOVE TO 5-A-DAY
Copy on card stock and cut out

<table>
<thead>
<tr>
<th>Red Fruit</th>
<th>Blue/Purple Vegetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red Vegetable</td>
<td>White Fruit</td>
</tr>
<tr>
<td>Green Fruit</td>
<td>White Vegetable</td>
</tr>
<tr>
<td>Green Vegetable</td>
<td>Yellow Fruit</td>
</tr>
<tr>
<td>Blue/Purple Fruit</td>
<td>Yellow Vegetable</td>
</tr>
</tbody>
</table>

### MOVEMENT CARDS FOR MOVE TO 5-A-DAY
Copy on card stock and cut out

<table>
<thead>
<tr>
<th>March</th>
<th>Crawl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hop</td>
<td>Skate</td>
</tr>
<tr>
<td>Gallop</td>
<td>Twirl</td>
</tr>
<tr>
<td>Leap</td>
<td>Wiggle</td>
</tr>
<tr>
<td>Skip</td>
<td>Tip Toe</td>
</tr>
<tr>
<td>Jump</td>
<td>Bounce</td>
</tr>
</tbody>
</table>
I Have, Who Has

Students gain knowledge about the different types of fruits and vegetables that are included in 5-A-Day

Curriculum Integration: Creative Problem Solving
Materials Needed: Fruit and Vegetable Cards
Time frame: 15 – 45 minutes

SET UP
None required.

ACTIVITY
1. Randomly hand out cards to students.

2. Keep the first card on the list—the apple. You will begin the exercise.

3. Read the card. The student, who has the answer to the question, runs next to you and then reads his or her card. The student with the answer to that question runs next to that student and then reads his or her card. This continues until every one in the class has run up, joined the line and read his card.

4. This game can be played multiple times as students will receive different cards each session. Timing how long it takes to complete the game can add a sense of competition while attempts are made to beat the times of previous sessions.

5. Another variation is to call out a movement which the student must use to join the line. For example, you could say, “The student with the next answer needs to hop to the line.” Or “The student with the answer needs to skip to the line.”

(Note: There are 32 cards in this game. For groups with less than that number, cards need to be consecutive—see Teacher Notes Card Guide that follows so that game will flow from one card to the next. This lesson doesn’t work well in a large noisy space. It is best done in the classroom. If children have difficulty reading, ask, who has the apple? Then the teacher reads the card.)

4.

Teacher Notes—Card Guide

* I have the Apple/Manzana. Who has the vegetable whose name comes from the Greek language and means “sprout” or “shoot”? (Asparagus)

* I have the Asparagus/Alg prágo. Who has the fruit (it is not a vegetable) that is also called an Alligator Pear because of its pear-like shape and green skin? (Avocado)

* I have the Avocado/Aguacate. Who has the tropical fruit that is green when it is picked, the fruit that doesn’t turn yellow until they are ripened in special ripening centers? (Banana)

* I have the Banana/Plátano. Who has the beautiful sapphire-colored berry is one of only three fruits native to North America? (Blueberries)

* I have the Blueberries/Arándano Azul. Who the vegetable whose name comes from the Latin word brachium, which means “branch” or “arm”? (Broccoli)

* I have the Broccoli/Brocoli. Who has the sweet, delicious, orange melon that contains more vitamin A than any other fruit? (Cantaloupe)

* I have the Cantaloupe/Melón. Who has the vegetable with an edible root that can be either orange, purple, maroon, yellow or white, but in the United States is mostly the orange, carotene kind? (Carrot)

* I have the Carrots/Zanahoria. Who has the white vegetable whose name means “cabbage flower”? (Cauliflower)

* I have the Cauliflower/Coliflor. Who has the vegetable whose name comes from the French name “celeri”? (Celery)

* I have the Celery/Apió. Who has the small, fleshy fruits that contain a hard drupe or stone and are generally red or black in color? (Cherry)

* I have the Cherry/Cereza. Who has this grain, the sweet variety that can be white, yellow, blue, red or pink? (Corn)

* I have the Corn/Maíz. Who has the softball size citrus fruit that can be yellow, pink, white or ruby in color? (Grapefruit)

* I have the Grapefruit/Granada. Who has the fruit that hangs out in bunches and can be found in three basic colors: green, red, and blue-black? (Grapes)

* I have the Grapes/Uvas. Who has the fruit that is brown and fuzzy on the outside and bright green on the inside with tiny black seeds? (Kiwi)

* I have the Kiwifruit/Kiwi. Who has the leafy vegetable whose most popular variety in the United States is Iceberg? (Lettuce)

* I have the Lettuce/Láctea. Who has the tropical fruit that has been described as tasting like oranges, peaches and pineapples, and is the most popular fruit in the world? (Mango)

* I have the Mango/Mango. Who has the vegetable that can bring tears to your eyes? (Onion)

* I have the Onion/cebolla. Who has the orange fruit that is the largest citrus crop in the world? (Orange)

* I have the Orange/Naranja. Who has the fuzzy fruit that grows in trees? (Peach)

* I have the Peach/Durazno. Who has the fruit that has many types including Bartlett, Anjou, Bosc and Comice? (Pear)

* I have the Pear/Pera. Who has the vegetable that goes by names like snow, snap, and green or English? (Peas)

(continued on next page)
\* I have the Peas/Chicharo. Who has the vegetable that belongs to a large family of different sizes, shapes, flavors, and colors. Some are SWEET and others are HOT? (Pepper)

\* I have the Pepper/Pimienta. Who has the fruit that the Spanish explorers thought looked like pinecones, so they called them “Pina,” and the English added “apple” to associate it with juicy delectable fruits? (Pineapple)

\* I have the Pineapple/Piña. Who has the purple fruit that is hard-pitted like peaches, cherries, almonds, and apricots? (Plum)

\* I have the Plum/Ciruela. Who has the vegetable that is oblong shape, brown skin on the outside and white color on the inside? (Potato)

\* I have the Potato/Papa. Who has the fruit that was once grapes? (Raisins)

\* I have the Raisins/Pasas. Who has the green leafy vegetable that made Popeye strong? (Spinach)

\* I have the Spinach/Espinaca. Who has the berry may have gotten its name from the practice of placing straw around the growing plants for protection? (Strawberries)

\* I have the Strawberries/Fresas. Who has the tropical tuber which is sometimes mistaken as a yam? (Sweet Potato)

\* I have the Sweet Potato/Camote. Who has the fruit (it is not a vegetable) that is used to make ketchup, pasta and pizza? (Tomato)

\* I have the Tomato/Jitomate. Who has the fruit (but is actually most closely related to a cucumber) that contains 92% WATER? (Watermelon)

\* I have the Watermelon/Sandia. Who has the fruit that has more than 7,000 varieties grown in the world, and about 2,500 in the United States with names like Gala, Golden Delicious and Granny Smith? (Apple)

\* Vegetable Fact Sheet—these should be read randomly. If laminated, a dry erase marker can be used to check off those read.

\* The students run to their floor pad area to see if any of their group members has that fruit or vegetable AND that floor pad. Encourage the students to read the facts on the back of their food cards. If one member of the group has the card and the corresponding floor pad, that member stands on or next to that pad.

\* The rest of the group returns to their home area. The play continues until one of the teams connects four in a row.

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Facilitator Fruit and Vegetable Fact Sheet

Apple/ Manzana
Nutritional Fact:
These fruits provide 20% of the fiber our bodies need every day.

Fun Fact:
There are more than 7,000 varieties grown in the world, and about 2,500 in the United States.

Asparagus/ Espárrago
Nutritional Fact:
These provide vitamin A which helps keep your eyes strong.

Fun Fact:
Over 30,000 acres of asparagus are grown in California every year.

Avocados/ Aguacata
Nutritional Fact:
Although they are fairly high in fat, it is the beneficial monounsaturated type and they are high in antioxidant vitamins A, C, and E, which protect brain cells against destructive free radicals.

Fun Fact:
Latin Americans wrap them up and give them as wedding gifts.

Bananas/ Plátano
Nutritional Fact:
They are a good source of fiber, vitamin C, and potassium.

Fun Fact:
They are the most popular fruit in America. Americans eat 33 pounds per person a year!

Blueberries/ Arándano Azul
Nutritional Fact:
One cup has 15% of the vitamin C and 14% of the dietary fiber our bodies need every day.

Fun Fact:
They have been around for thousands of years and were once called “star berries” because of the star-shaped calyx on the top of each.

Broccoli/ Brocoli
Nutritional Fact:
This vegetable’s dark green color is a clue that it’s a good source of vitamin C and vitamin A.

Fun Fact:
Did you know that we're eating 900% more of this vegetable than we did 30 years ago?

Cantaloupe/ Melón
Nutritional Fact:
With nearly 100% of your daily vitamin C needs—plus more beta-carotene than any other melon—this melon comes out on top as a superfood for your skin and immune system.

Fun Fact:
This melon is named after a castle’s gardens in Italy.

Carrots/ Zanahoria
Nutritional Fact:
The bright orange color tells you they’re an excellent source of vitamin A, which is important for good eyesight, helps your body fight infection, and keeps your skin and hair healthy!

Fun Fact:
Carrots were formerly every color: red, black, yellow, white and especially purple. EXCEPT orange! First cultivated in Afghanistan, carrots originally had purple exteriors and yellow flesh. In the Middle Ages, the Dutch developed the bright orange carrot.

Cauliflower/ Coliflor
Nutritional Fact:
This is an awesome vegetable - one serving contains 75% of the vitamin C you need for the day!

Fun Fact:
Mark Twain described this vegetable as a “cabbage with a college education.”

Celery/ Apio
Nutritional Fact:
This is a good source of fiber and vitamin C, and is low in calories.

Fun Fact:
Did you know that ancient Greeks used this vegetable as an award in sports contests much like we use flowers today?

Cherries/ Cereza
Nutritional Fact:
They are loaded with fiber, vitamins A, B and C and lots of minerals, particularly calcium, iron and potassium.

Fun Fact:
There are about 7,000 on an average tree and it takes about 250 to make one pie.

Corn/ Maíz
Nutritional Fact:
It is a good source of vitamin C and fiber and very sweet.

Fun Fact:
Did you know this vegetable is native to the United States and it can have red, yellow, and white kernels on it.

Grapefruit/ Toronja
Nutritional Fact:
Pink and red varieties of this fruit contain lycopene, a phytochemical that reduces risk of certain cancers.

Fun Fact:
The name comes from the fact that they grow in clusters on trees the same way that grapes grow on vines.

Grapes/ Uvas
Nutritional Fact:
Red and green ones contain antioxidants called flavonoids and phenols that can help prevent heart disease.

Fun Fact:
This fruit is one of the oldest cultivated fruits. Egyptians were involved in its production, and the early Romans were known to have developed new varieties.

Kiwi/ Kiwi
Nutritional Fact:
This fruit is high in vitamin C and a good source of fiber, vitamin E and potassium.

Fun Fact:
Did you know that this fruit is more than 700 years old? The history of this fruit began in the Yang-tse river valley in China.

Lettuce/ Lechuga
Nutritional Fact:
Dark varieties of this vegetable are very high in fiber and vitamins A, C, and K.

Fun Fact:
This vegetable is a member of the sunflower family.

Mango/ Mango
Nutritional Fact:
These fruits are rich in vitamins A and C, fiber and B6.

Fun Fact:
They are a tropical fruit that has been grown in India for more than 4000 years. These fruit trees are considered sacred in India.

(continued on next page)
Onion/Cebolla
Nutritional Fact:
They contain health-promoting phytochemicals that fight to protect your health.

Fun Fact:
Onions were grown by ancient Egyptians and then brought to Rome. Then Christopher Columbus brought them to the Americas.

Orange/Naranja
Nutritional Fact:
One contains all the vitamin C your body needs for the day, and are ranked No. 1 on nutrition among five popular fruits (apples, bananas, grapes and pears).

Fun Fact:
Florida and California grow most of this fruit in the United States.

Peach/Durazno
Nutritional Fact:
This fruit is a good source of vitamin C, A and fiber.

Fun Fact:
This fruit has been grown since prehistoric times and was first cultivated in China. They are considered a symbol of long life.

Pear/Pera
Nutritional Fact:
Just one medium size fruit has 16% of the fiber our bodies need every day for good health.

Fun Fact:
It is believed that they were used as food by stone age people. In the early 1700's, this fruit was nicknamed "butter fruit" because of its soft, melting texture.

Peas/Guisantes
Nutritional Fact:
They are a good low calorie source of protein. A 100-calorie serving (about 3/4 cup) contains more protein than a whole egg or a tablespoon of peanut butter and has less than one gram of fat and no cholesterol.

Fun Fact:
Peas were brought to the Americas.

Pineapple/Piña
Nutritional Fact:
Just one serving contains 50% of your daily recommended vitamin C and it also contains a special enzyme, called bromelain, which helps the body's digestive system.

Fun Fact:
Caribbean Indians placed the crowns of this fruit outside the entrances of their homes to symbolize friendship and hospitality.

Plum/Ciruela
Nutritional Fact:
They are a very good source of vitamin C. They are also a good source of vitamin A, vitamin B2 and potassium.

Fun Fact:
The trees of this fruit grow on every continent except Antarctica. They can be yellow, green, red, blue or purple in color.

Potato/Papa
Nutritional Fact:
They are high in vitamin C and potassium, and a good source of fiber.

Fun Fact:
It is thought that they came from the Andes Mountains of Peru, where they were planted more than 6,000 years ago by ancestors of the Incas. Peruvians made cooking pots and whistles for kids using the shape of this vegetable.

Raisins/Pasas
Nutritional Fact:
These supply iron, potassium and B vitamins along with fiber and they promote healthy teeth.

Fun Fact:
These are made by drying grapes.

Spinach/Espinaca
Nutritional Fact:
This is a Super Vegetable. To be a Super Vegetable, a vegetable has to be high in vitamin A, vitamin C, and fiber.

Fun Fact:
This vegetable probably first grew in southwest Asia or the western Himalayas. It was first brought to Europe in the ninth century when it was introduced to Spain by Persian Arabs.

Strawberries/Fresas
Nutritional Fact:
Naturally sweet and juicy, these luscious and delicious berries are high in vitamin C, high in folic acid and a good source of fiber.

Fun Fact:
The outside flesh of each berry is covered with 200 tiny seeds.

Sweet Potato/Camote
Nutritional Fact:
Their orange color tells you they contain a lot of vitamin A. In fact, they have more vitamin A than any other vegetable and are high in potassium.

Fun Fact:
These are tropical tubers from the morning glory family and native to Central and South America.

Watermelon/Sandia
Nutritional Fact:
It is an ideal health food because it is high in fiber and vitamins A and C and is a good source of potassium.

Fun Fact:
One was once thrown at Roman Governor Demosthenes during a political debate. Placing this fruit upon his head, he thanked the thrower for providing him with a helmet to wear as he fought Philip of Macedonia.
Run for the Pyramid

Identify foods for each category of the food pyramid

Curriculum Integration: Critical Thinking, Creative Problem Solving, Literacy

Materials Needed: Entire deck of Food Cards
Colored electrical tape - orange, red, green, blue, purple

Time frame: 60 minutes

SET-UP

Use the colored tape to map out two to three food pyramids depending on the size of the group. The pyramid should be about ten feet long. Or, use poster board or butcher paper to draw pyramids with help of students. Tape to floor, or order poster from www.mypyramid.gov. As it is a relay game, 10 to 12 students per pyramid should work.

For each relay area set up a food pyramid, a home area for the students, and a card placement area. (see following page for set-up diagram)

Split the cards into groups so that all competing groups have the same amount of cards from each food group.

ACTIVITY

Optional Warm-Up

Have students play the online pyramid game at http://www.mypyramid.gov/kids/Kids_game.htm

1. Explain the food pyramid and categories (use materials at www.mypyramid.gov).

2. Divide the students into teams.

3. Have them line up in a relay line in their home area.

4. Explain that it is a relay race. When told to go, students, one at a time:
   a. run to the card area;
   b. choose a card;
   c. run to the pyramid;
   d. place the card in the area of the pyramid where they think it goes; and
   e. run back to their home area and tag the next student.

5. Check pyramids for correct placement of the cards with entire class. Discuss incorrect cards and place in correct area.

6. Point values for the game:
   * Fastest Time = 5 points
   * Cards in Correct Area = 2 points per card

NM STATE STANDARDS

LANGUAGE ARTS
Strand: Reading and Listening for Comprehension
Content Standard I - Students will apply strategies and skills to comprehend information that is read, heard and viewed.

HEALTH EDUCATION
Standard I - Students will comprehend concepts related to health promotion and disease prevention:
Four Corners

Goal:
To have students to learn about nutrients in order to better understand food labels.

Materials Needed:
Nutrient Fact cards—see handout on next page. These can be printed on cardstock and cut into cards. Boom box or other music.

SET-UP
This is a variation of the NDI-NM Four Corners Game. This game is best played in a gymnasium or a large outdoor area. The four corners of the activity area are labeled as follows:

- Protein
- Fat
- Carbohydrate
- Vitamins

ACTIVITY
1. Have students review the Nutrient Fact Cards.
2. Start the music and have the students move around the circumference of the activity room until you stop the music. Randomly pick one of the facts from the Fact Card. (If you laminate the Fact Card, you can mark off selected facts with a dry erase marker.)
3. Read the fact card and then count to 5 slowly. Students should move in a clockwise direction to go to the corner they believe represents the correct answer.
4. Read the correct answer. Students standing in the correct area may stay in the game. If students are incorrect, they move into the center. When the music starts again, have the children in the center do an activity like touch their toes, jumping jacks, march in place, etc.
5. Game is played until one or two students are left at the corners. They are the winners.
6. The game can then be replayed from the start to help review the fact cards.

VARIATION
1. Start music and have students move around the space in a manner you dictate (i.e. hop on one foot; move like a zombie).
2. Stop the music and have students go to the nearest corner.
3. Call out a nutrient and those students standing in that corner are out. They move to the middle and do an activity.

NM STATE STANDARDS

LANGUAGE ARTS
Strand: Reading and Listening for Comprehension
Content Standard 1 - Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

MATHMATICS
Strand: Measurement
Standard - Students will understand measurement systems and applications.
### Four Corners Nutrient Fact Cards

**Copy on card stock and cut out**

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Protein</strong></td>
<td>This nutrient helps your body grow, repair itself, and fight disease.</td>
</tr>
<tr>
<td></td>
<td>This nutrient is composed of two kinds of amino acids: non-essential amino acids your body can make; and essential amino acids that must come from the food you eat.</td>
</tr>
<tr>
<td></td>
<td>This nutrient can be “complete” which means it has all essential amino acids needed by the body (animal sources); or “incomplete” when it is missing essential amino acids needed by the body (plant sources).</td>
</tr>
<tr>
<td></td>
<td>Animal sources of this nutrient include meat, poultry, fish, eggs, and dairy products. Plant sources of this nutrient include dry beans, peas, and nuts.</td>
</tr>
<tr>
<td></td>
<td>This nutrient provides 4 calories per gram.</td>
</tr>
<tr>
<td><strong>Fat</strong></td>
<td>This nutrient promotes healthy skin and normal growth.</td>
</tr>
<tr>
<td></td>
<td>This nutrient is the body’s main source of energy.</td>
</tr>
<tr>
<td></td>
<td>This nutrient gives your meals flavor, texture and also slows down the digestive system, helping you feel full longer.</td>
</tr>
<tr>
<td></td>
<td>This nutrient requires less water to digest than other nutrients and are the most common source of energy.</td>
</tr>
<tr>
<td></td>
<td>This nutrient acts as a partner with certain vitamins (A, D, E, and K), carrying them to wherever they body needs them.</td>
</tr>
<tr>
<td></td>
<td>This nutrient provides 9 calories per gram.</td>
</tr>
</tbody>
</table>
FOUR CORNERS NUTRIENT FACT CARDS  Copy on card stock and cut out

If you eat more of this nutrient than you need, you may get more calories than you need, which the body then stores as fat.

CARBOHYDRATE

The two types of this nutrient are fat soluble and water soluble.

VITAMINS

This nutrient has two types: 1) simple, which are made of one or two sugar units; and 2) complex, which are starches and dietary fiber.

CARBOHYDRATE

Although these nutrients are needed in small amounts, they are essential to the body because they build body tissue and help regulate body processes.

VITAMINS

This nutrient provides 0 calories per gram.

VITAMINS

Understanding Food Labels

Curriculum Integration: Math, Literacy, Social Studies
Materials Needed: Food labels
Time Frame: One hour

SET UP
Make copies of different food labels for students.

ACTIVITY
1. How to read a food label. Students need to be aware of the nutritional value of the food products they consume to enable them to make healthy and intelligent dietary choices for the rest of their lives. Use the "Reading a Food Label" page in this manual to discuss what information is provided on a food label.

2. Serving Size: Ask each student to bring in food labels from one or two favorite snack or food items or use the sample food labels on page 45. Before they look at the labels, ask students what they think is the recommended serving size for that food. Then show them the serving size recommended by the manufacturer. Use measuring cups or cut-outs. Compare this to the USDA recommended serving size for this type of food. Compare this to how much they usually eat of that food.

3. Compare the different labels. Discuss which food is the most nutritious and which is the least healthy.

Questions to discuss can include:
* Which snacks have the most and least calories per serving?
* Which snacks have the most and least amount of fiber?
* Which snacks have the largest and least percentage of total fat?
* Which snack has the least amount of saturated fat?
* Which snack has the largest percentage of sodium?
* Do any of the snacks have trans fats?
* Which snack has an abundance of vitamins?
* How will reading labels help you to eat more nutritiously?

NM STATE STANDARDS

LANGUAGE ARTS
Strand: Reading and Listening for Comprehension
Content Standard I - Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

MATHEMATICS
Strand: Measurement
Standard - Students will understand measurement systems and applications.
Curriculum Integration: Math, Creative Problem Solving, Health Education

Materials Needed: Food Cards, Activity Calories Out Chart, Miscellaneous Sports Equipment—balls, rackets, jump ropes

Time frame: 30 – 60 minutes

SET-UP
* Make enough copies of Activity Calories Out Chart so each student can get one.
* Scatter Food Cards in an area about 50 to 100 yards away from the students.

ACTIVITY
1. Ask students to find a spot within a designated area that will be their spot (as taught in NDI-NM’s Getting to Places).
2. Introduce students to the concept of Calories In = Calories Out.
3. Instruct students that when you say, “Go,” they are to:
   a. run to the scattered Food Cards;
   b. quickly choose one; and
   c. return to their original spots.
4. Once all of the students return to their spots, ask them to identify the number of calories per serving of the food item on the card.
5. Distribute the Activity Calories Out Chart. Instruct students to select, from this chart, an activity and time that equals the calories of the food on their card. (Note: As the chart is specified in 100 calorie activity levels, you may have to assist students in estimated foods that have less or more than the 100 calories). Stress that they will actually perform the activity so they should be sure to have the resources, time, and cardio-vascular stamina to complete the activity.
6. Give students 30 minutes to complete the activity.
7. Some students may complete their activities in a short time due to a food with minimal calories or the selection of a high calorie burning activity. They can select another Food Card along with another Activity.
8. Discuss moderate vs. vigorous activity. Take pulse rate before and after an activity.
9. Have students track activity on weekly calendar (see page 48).

**Extension**
* Have students make a list of their favorite foods, or have the class make a list together.
* Have them arrange the list in order of which foods they think are highest in calories to the lowest, and then do the same with fat content.
* Have the students research the actual calorie and fat content of the foods.
* Now have students rearrange the list using actual calorie and fat content.
* Discuss if the students’ guesses were accurate or not.

**Home Connection**
Ask students to look at the food labels of some foods often found in their home, with their families.

**Variation**
* Select two items and compare their food labels. For example, look at the food label from a high fiber cereal like Fiber One and another cereal like Froot Loops. Or compare a can of cola with 100% juice.

* Discuss the serving sizes. Are they the same? Different? Can students demonstrate what 1 serving looks like? Is this the amount they normally consume?
* Compare the amount of fiber and discuss why fiber is important.
* Compare the amount of sugar.
* Show students a cube of sugar. Tell them there are 4 grams of sugar in one cube. Calculate the number of cubes in one serving of each food. Discuss the difference between refined sugar, high-fructose corn syrup, and fructose.

* Have students make a list of their favorite foods, or have the class make a list together.
* Have them arrange the list in order of which foods they think are highest in calories to the lowest, and then do the same with fat content.
* Have the students research the actual calorie and fat content of the foods.
* Now have students rearrange the list using actual calorie and fat content.
* Discuss if the students’ guesses were accurate or not.
Calories In

Often we are not aware of the number of calories we are eating because we don’t pay attention to the serving size. Which of the following foods are nutrient rich or a good choice as far as getting a lot of nutrients for 100 calories? 100 extra food calories every day will add one pound in five weeks. 500 extra food calories every day will add one pound in one week.

Calories Out

There must be a balance between how many calories you eat and how much energy you expend. The more active you are, the more calories you will need. Some types of exercise use more calories than other types. It is good to consider how active you have been before choosing snacks and other foods you eat.

FIVE COMPONENTS FOR BEING PHYSICALLY FIT

1. Cardio Respiratory Endurance is the ability of the body’s circulatory and respiratory systems to supply fuel during sustained physical activity. Examples include swimming, running, running in place, doing jumping jacks, dancing, biking, hiking, and playing tennis.

2. Muscular Strength is the ability of the muscle to exert force during an activity. Lifting weights, balancing on one foot, doing sit-ups and holding a plank position will all increase muscular strength.

3. Muscular Endurance is the ability of the muscle to continue to perform without fatigue. The repetitive exercises such as resistance training, weight lifting, swimming, running, biking, aerobics, spinning will all enhance muscular endurance.

4. Body Composition refers to the relative amount of muscle, fat, bone, and other vital parts of the body. Both cardio respiratory and muscular strength & endurance exercises as well as maintaining a healthy diet will improve your body composition

5. Flexibility is the range of motion around a joint. Stretching and full range of motion exercises include throwing a ball, hitting a ball with a bat, touching your toes, bending side to side.

Activity—Calories Out Chart

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes to Burn 100 Calories (Calories out)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching TV</td>
<td>90</td>
</tr>
<tr>
<td>Playing videos</td>
<td>42</td>
</tr>
<tr>
<td>Flying a Kite</td>
<td>30</td>
</tr>
<tr>
<td>Playing Catch</td>
<td>30</td>
</tr>
<tr>
<td>Bowling</td>
<td>25</td>
</tr>
<tr>
<td>Dancing: Slow</td>
<td>25</td>
</tr>
<tr>
<td>Paddleboat</td>
<td>25</td>
</tr>
<tr>
<td>Stretching</td>
<td>25</td>
</tr>
<tr>
<td>Tossing a Frisbee</td>
<td>25</td>
</tr>
<tr>
<td>Volleyball</td>
<td>25</td>
</tr>
<tr>
<td>Walking</td>
<td>25</td>
</tr>
<tr>
<td>Weight Lifting</td>
<td>25</td>
</tr>
<tr>
<td>Playing Tag</td>
<td>22</td>
</tr>
<tr>
<td>Badminton</td>
<td>20</td>
</tr>
<tr>
<td>Calisthenics</td>
<td>20</td>
</tr>
<tr>
<td>Kicking a Soccer Ball</td>
<td>20</td>
</tr>
<tr>
<td>Roller Skating</td>
<td>20</td>
</tr>
<tr>
<td>Running Through the Sprinkler</td>
<td>20</td>
</tr>
<tr>
<td>Shooting Hoops</td>
<td>20</td>
</tr>
<tr>
<td>Tai Chi</td>
<td>20</td>
</tr>
<tr>
<td>Tennis—Doubles</td>
<td>20</td>
</tr>
<tr>
<td>Walking: 3.5 mph</td>
<td>20</td>
</tr>
<tr>
<td>Washing the Family Car</td>
<td>20</td>
</tr>
<tr>
<td>Walking: 4.0 mph</td>
<td>19</td>
</tr>
<tr>
<td>Baseball</td>
<td>17</td>
</tr>
<tr>
<td>Hop-Scotch</td>
<td>17</td>
</tr>
<tr>
<td>Skateboarding</td>
<td>17</td>
</tr>
<tr>
<td>Softball</td>
<td>17</td>
</tr>
<tr>
<td>Walking: 4.5 mph</td>
<td>17</td>
</tr>
<tr>
<td>Ice Skating</td>
<td>15</td>
</tr>
<tr>
<td>Aerobics: Low Impact</td>
<td>14</td>
</tr>
<tr>
<td>Boxing</td>
<td>14</td>
</tr>
<tr>
<td>Dancing: Fast</td>
<td>14</td>
</tr>
<tr>
<td>Golfing: Walking</td>
<td>14</td>
</tr>
<tr>
<td>Hiking</td>
<td>14</td>
</tr>
<tr>
<td>Stair Step Machine</td>
<td>14</td>
</tr>
<tr>
<td>Swimming</td>
<td>14</td>
</tr>
<tr>
<td>Wrestling</td>
<td>14</td>
</tr>
<tr>
<td>Aerobics: High Impact</td>
<td>13</td>
</tr>
<tr>
<td>Bicycling: Moderate</td>
<td>13</td>
</tr>
<tr>
<td>Rowing: Moderate</td>
<td>13</td>
</tr>
<tr>
<td>Step Aerobics: Low Impact</td>
<td>13</td>
</tr>
<tr>
<td>Tennis: Singles</td>
<td>13</td>
</tr>
<tr>
<td>Soccer</td>
<td>11</td>
</tr>
<tr>
<td>Basketball</td>
<td>10</td>
</tr>
<tr>
<td>Beach Volleyball</td>
<td>10</td>
</tr>
<tr>
<td>Bicycling: 12-14 mph</td>
<td>10</td>
</tr>
<tr>
<td>Circuit Training</td>
<td>10</td>
</tr>
<tr>
<td>Flag Football</td>
<td>10</td>
</tr>
<tr>
<td>Hockey: Field or Ice</td>
<td>10</td>
</tr>
<tr>
<td>Running: 5 mph</td>
<td>10</td>
</tr>
<tr>
<td>Swimming: Backstroke</td>
<td>10</td>
</tr>
<tr>
<td>Elliptical Trainer</td>
<td>9</td>
</tr>
<tr>
<td>Football</td>
<td>9</td>
</tr>
<tr>
<td>Ski Machine</td>
<td>9</td>
</tr>
<tr>
<td>Bicycling: 14-16 mph</td>
<td>8</td>
</tr>
<tr>
<td>Jumping Rope</td>
<td>8</td>
</tr>
<tr>
<td>Running: 6 mph</td>
<td>8</td>
</tr>
<tr>
<td>Step Aerobics: High Impact</td>
<td>8</td>
</tr>
<tr>
<td>Swimming: Butterfly</td>
<td>8</td>
</tr>
<tr>
<td>Bicycling: 16-19 mph</td>
<td>7</td>
</tr>
<tr>
<td>Handball</td>
<td>7</td>
</tr>
<tr>
<td>Running: 7 mph</td>
<td>6</td>
</tr>
<tr>
<td>Bicycling: &gt;20 mph</td>
<td>5</td>
</tr>
</tbody>
</table>

Activity—Calories Out Chart
The Crunch and Munch Café

Curriculum Integration: Literacy, Web Research, Creative Problem Solving, Economics


Time Frame: Total Time: 3 hours, 20 minutes

SET UP
For Part Four, the opening of the Crunch and Munch Café, you will need to set up tables or desks around the room to display snacks and posters. Each student or team will need a copy of the rubric, or judging sheet.

ACTIVITY: THIS CREATIVE PROBLEM-SOLVING ACTIVITY FOR TEAMS HAS FOUR-PARTS.
Students will be divided into teams to create a healthy snack and accompanying poster which will be judged by the entire class. This activity can be completed over several days or weeks.

PART ONE
WHAT IS A HEALTHY SNACK? FINDING RECIPES
TIME FRAME: 1 HOUR
Use the kid-friendly Websites and books suggested in the HIP to be Fit® Resource Guide, or the snack suggestions in this curriculum guide to research snack ideas and their ingredients. This activity can be done in the computer lab or in the classroom.

PART TWO
CHOOSING AND MARKETING
TIME FRAME: 40 MINUTES
Divide students into teams. Each teams should choose a snack to make using fruits and/or vegetables. Each team will then develop a clever phrase to interest the other students in tasting their healthy and super-cool snacks. Some examples might be; TRY THE STRAIGHT AND NARROW- have an adventure eating celery and carrot sticks; EATING STICKS AND STONES ARE COOL- try jicama sticks and cherry tomatoes as your sticks and stones.

PART THREE
PRESENTATION PREPARATION
TIME FRAME: 40 MINUTES
Each team must create a poster to market their snack to the rest of the class. Each poster should include a drawing, the slogan, and a full ingredient list.

Note: At this point each team must decide who will be responsible for buying the actual ingredients and making the snack. This can be coordinated among the whole team.

PART FOUR
OPENING OF THE CRUNCH AND MUNCH CAFÉ
TIME FRAME: ONE HOUR
Teams will have time to prepare the snacks or a team member will bring them in already made. Teams will set up snack tasting and poster stations around the room. The class can develop three snack tasting rubrics: 1) the taste of the food; 2) the appearance or “food fashion;” and 3) the effectiveness of the poster. Judging can be done by each student in the class, by each team, or by a neighboring class. Groups rotate to each station to taste a snack, and look at the poster and ingredients. Results of the judging will be shared and the winners will be discovered!

EXTENSIONS
* Make a class cookbook of all the snacks to send home with each student.
* Include other classes and the cafeteria staff in this activity.

NM STATE STANDARDS

LANGUAGE ARTS
Strand: Reading and Listening for Comprehension
Content Standard I - Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

Strand: Writing and Speaking for Expression
Content Standard II - Students will communicate effectively through speaking and writing.

Strand: Literature and Media
Content Standard III - Students will use literature and media to develop an understanding of people, societies, and the self.

SOCIAL STUDIES
Strand: Economics
Content Standard IV - Students will understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems on individuals, families, businesses, communities, and governments.
Designing a HIP to Be Fit® Board Game

Curriculum Integration: Literacy, Research, Creative Problem Solving

Supplies needed: Poster board, cardboard, markers, pencils, art supplies, rulers or yard sticks, index cards, dice or spinner, playing pieces

Time Frame: Four one-hour sessions plus time for sharing the games with other classes

SET UP
Assemble some board games that students are familiar with. Set out poster board or construction paper, buttons, pencils, art supplies and other materials for constructing the board games.

ACTIVITY
The mission in designing a HIP to be Fit® board game is to design a game that teaches the importance of eating healthy fruits and vegetables. Have your students work in groups to plan, design and construct a board game.

1. Plan the game. Divide the class into groups of four or five. Have each group decide what type of game they will design. The class can bring in examples of board games and everyone can analyze and discuss what makes a successful game. This will allow students to develop criteria with which to design their games.

2. Design the game. Each game needs: written rules, number of players, equipment needed (dice, a spinner, etc.), written directions, a goal, and questions to be answered in order to move around the board. Each group should sketch out their board game in pencil first in order to make changes or correct mistakes. Students will need to decide how many spaces the game will have. Every five or six squares, something good or bad should happen to the player. Use some of these instructions, or have students make up their own:

- Go back 3 Squares.
- You find a secret tunnel, go forward 4.
- It’s dark. Nobody can see you. Add 2 to your next throw.
- Miss a turn.
- You are tired. Miss a turn.
- The guards are sleeping. Have an extra turn.
- Go back to the Start.
- You find a map. Go to number 25.
- Take the secret road to number 40 (or to the strawberry patch).
- Have another go.
- You have gone the wrong way. Go back 10.

3. Construct the game. Once the rules have been developed and the design decided, students can actually construct the game.

They can make playing pieces out of construction paper, buttons, or other materials. They can decorate the spaces with drawings or cutouts of fruits and vegetables. Challenge your students to develop at least 20 questions and answers about nutrition or fruits and vegetables. Encourage them to use lots of colors and make the board games visually exciting.

4. Play the game. Each group will play their game and then rotate to play the other games. (Successful games may be offered to other classes). Students can rate the games based on content, design, ease of use, and fun! Discuss with students what they learned in making the game.

LANGUAGE ARTS
Strand: Writing and Speaking for Expression
Content Standard II - Students will communicate effectively through speaking and writing.

NM STATE STANDARDS
 language arts
Strand: Reading and Listening for Comprehension
Content Standard I - Students will apply strategies and skills to comprehend information that is read, heard, and viewed.
Eat Five Colors Every Day

Curriculum Integration:

Literacy, Oral Presentations, and Health Education

Materials Needed:

Paper, aluminum foil, measuring cup, HIP to be Fit® Daily Fruit and Vegetable Weekly Calendar for each student

Time frame:

30 minutes

SET UP

Set blank posterboard at the front of the room for brainstorming fruits and vegetables. Have copies of the HIP to be Fit® Daily Fruit and Vegetable Weekly Calendar for each student. Set out measuring materials including measuring cups, aluminum foil and paper.

ACTIVITY

1. Introduce the concept of eating the five colors of fruits and vegetables and brainstorm a list of fruits and vegetables in the five different color groups. For reference, see the list on the back of the HIP to be Fit® Fruit and Vegetable Weekly Calendar. List the fruits and vegetables on a large chart. Additional information can be found on the Produce for Better Health Foundation’s 5 A Day Website: http://www.5aday.org.

2. Discuss the importance of eating fruit and vegetables in your daily diet. Please refer to the section titled “Eating Fruits and Vegetables is Important!” in this curriculum.

3. Discuss how much of any one fruit or vegetable constitutes a serving. You can make this fun and tactile by cutting actual serving sizes out of paper, crunching up aluminum foil, or using a measuring cup. Please refer to the section titled, “What Is A Serving?” for information.

4. Introduce the NDI-NM HIP to Be Fit® Fruit and Vegetable Weekly Calendar to be used all week and explain how to use it. Explain to students that they are to keep track of all the fruits and vegetables they eat during the week, according to their color. Have them fill in what they have already eaten today to make sure they understand how to fill in the chart. Their charts are to be signed by parents and returned on Friday or other designated day.

EXTENSION

* Write about a favorite color fruit or vegetable and explain why it is a favorite.
* Have each student list as many fruits and vegetables as possible. See who can come up with the most or the most unusual.
* Arrange fruits and vegetables in alphabetical order.

HOME CONNECTION

Tonight, each student is to explain the HIP to Be Fit® SNACK Fruit and Vegetable Weekly Calendar to his/her family and plan how he/she will have the opportunity to eat fruits and vegetables at home during the week. Challenge a parent to join in the NDI-NM SNACK activity by keeping his or her own calendar.

NM STATE STANDARDS

LANGUAGE ARTS

Strand: Reading and Listening for Comprehension
Content Standard 1 - Students will apply strategies and skills to comprehend information that is read, heard and viewed.

HEALTH EDUCATION

Standard 1 - Students will comprehend concepts related to health promotion and disease prevention;
Standard 2 - Students will demonstrate the ability to access valid health information and health-promoting products and services;
Standard 3 - Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks;
Standard 6 - Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health; and
Standard 7 - Students will demonstrate the ability to advocate for personal, family, peer, and community health.

MATHEMATICS

Strand: Measurement
Standard 1 - Students will understand measurement systems and applications.
Food Research

Curriculum Integration: Literacy, Web Research, Writing, Oral Presentation, and Social Studies

Materials Needed: Access to a computer or library, maps of the world, US, and New Mexico, posterboard, construction paper, glue or tape, and local produce ads or sample produce ad found on page 42

Time Frame: Three one-hour sessions in class and computer lab

SET UP
Place a map of the US or world at the front of the room. Also place two blank pieces of posterboard; label one “Fruits” and one “Vegetables.” Set out scissors, glue and/or tape.

ACTIVITY
1. Look at the list of fruits and vegetables on the back of the HIP to Be Fit® Fruit and Vegetable Weekly Calendar. Which produce has the class never eaten or even heard of? Have each student pick one fruit or vegetable for a research project.

2. Conduct the research. Some suggestions for research include:
   a. Identify what country or state grows your fruit or vegetable.
   b. Collect five facts about one country or state in which the fruit or vegetable is grown.
   c. In what climate and conditions is your fruit or vegetable grown?
   d. In what season would we find this food sold in New Mexico?
   e. Name two ways it can be eaten.
   f. Bring in a recipe or create your own that incorporates your selected fruit or vegetable.
   g. Collect five interesting facts about this fruit or vegetable.
   h. Find a photo or create an original drawing of your fruit or vegetable to show the class.

3. Present the research information. Have a map of the US or the world at the front of the room. Also have two blank sheets of posterboard, one for fruits and one for vegetables. Have each student make several small cutouts of their fruit or vegetable. Each student will glue or tape one or more cutouts on the map to show where the fruit or vegetable is grown. Then the student will present the information he/she gathered and place another cutout on the appropriate fruit or vegetable poster.

VARIATIONS
* Assign this activity to a group of students and have them do their research as a team.
* Focus on fruits and vegetables grown in New Mexico.
* Look at local produce ads and discuss which fruits and vegetables are grown in New Mexico, which are grown in other states, and which are grown in other countries.

HOME CONNECTION
WHEN YOU WERE MY AGE
Interview a parent, grandparent or other relative. Ask them the following questions: When you were my age, what were your favorite fruits and vegetables? What foods do we eat now that you didn’t eat at my age? What was your favorite snack? What snacks do we eat today that you didn’t have when you were a child? This may develop into a two-day home activity as students decide to ask more than one relative these questions. Plan class time for sharing the results of the interviews.

Extension
NEW MEXICO CHILE

Curriculum Integration: Literacy, Social Studies

Materials Needed: Access to a computer or library, art supplies

Time Frame: Two one-hour sessions

ACTIVITY
Ask each student to research something to do with chile peppers, write a short essay or create an art project that represents the research, and present it to rest of the class. The following are some research ideas.

RESEARCH IDEAS
* Where else in the world is chile eaten regularly?
* When is chile harvested?
* When is chile roasted?
* When is chile frozen?
* What is the history of the chile pepper in America?
Planning and Shopping

Curriculum Integration: Math and Literacy
Materials Needed: Grocery store produce ads

Time Frame: One hour

SET UP
Ask students to bring in grocery store ads for fruits and vegetables or use the sample on page 42 of this manual.

ACTIVITY
Using the newspaper advertisements for fruits and vegetables as their price and unit index, have students prepare to purchase a one-day supply of fruits and vegetables for their families. They have up to $25.00 from which to purchase enough fruits and vegetables so that everyone in their family gets 5 – 9 servings of fruits or vegetables. Students should review “What is a Serving?” and use the prices from the advertisements to decide what and how much to buy.

STUDENTS ARE TO ANSWER THE FOLLOWING QUESTIONS
a. What fruits and vegetables have you selected?
b. What constitutes one serving of each fruit and vegetable selected?
c. How many servings of each food are needed for my family?
d. What are the most and least expensive fruits and vegetables?
e. What is my total cost? How much money do I have left?
f. Were any prices a surprise to me? Why?
g. How many different ways are fruits and vegetables measured for sale? (i.e. by the pound, per piece, etc.).

HOME CONNECTION
Over the next week, go shopping for food with a family member. Compare the costs of various fresh fruits and vegetables. Which are the cheapest and the most expensive? Record the prices to share with the class on a designated date.

<table>
<thead>
<tr>
<th>Food</th>
<th>Price</th>
</tr>
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<tbody>
<tr>
<td>1. __________________</td>
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<tr>
<td>2. __________________</td>
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<table>
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<tr>
<th>LANGUAGE ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: Reading and Listening for Comprehension</td>
</tr>
<tr>
<td>Content Standard I - Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</td>
</tr>
<tr>
<td>Content Standard II - Students will communicate effectively through speaking and writing.</td>
</tr>
<tr>
<td>Content Standard III - Students will use literature and media to develop an understanding of people, societies, and the self.</td>
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<tr>
<th>SOCIAL STUDIES</th>
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<tbody>
<tr>
<td>Strand: Geography</td>
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<tr>
<td>Content Standard II - Students will understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.</td>
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<thead>
<tr>
<th>MATHEMATICS</th>
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<tbody>
<tr>
<td>Strand: Numbers and Operations</td>
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<tr>
<th>NM STATE STANDARDS</th>
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<tbody>
<tr>
<td>Standard - Students will understand numerical concepts and mathematical operations.</td>
</tr>
<tr>
<td>Strand: Measurement</td>
</tr>
<tr>
<td>Standard - Students will understand measurement systems and applications.</td>
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<tr>
<td>Strand: Data Analysis and Probability</td>
</tr>
<tr>
<td>Standard - Students will understand how to formulate questions, analyze data, and determine probabilities.</td>
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<tr>
<td>SOCIAL STUDIES</td>
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<tr>
<td>Strand: Economics</td>
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<tr>
<td>Content Standard IV - Students will understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems on individuals, families, businesses, communities, and governments.</td>
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</tbody>
</table>

* Why is chile healthy?
* Can you find some recipes using chile peppers?
* What makes chile hot or not?
* How is the heat measured?
* How many different kinds of chile peppers can you find?
* Is the chile pepper a fruit or a vegetable?
* Red or Green?: The New Mexico Question. Students conduct a survey on the playground or by going to other classrooms asking which chile is the favorite. Make a chart showing which got the most votes.

SOME WEBSITES THAT MIGHT BE USEFUL INCLUDE:
www.chilepepperinstitute.org
http://en.wikipedia.org/wiki/chile_pepper
www.zianet.com/focus/chile.htm
www.chilepepperinstitute.org
www.ushotstuff.com
www.nmchile.com

VARIATION
Research other fruits and vegetables grown in New Mexico like apples, melons, onions, tomatoes, and carrots.

HOME CONNECTION
Red or Green?: The New Mexico Question. Students conduct a survey at home asking which chile is the favorite of their friends and family; green, red or “Christmas.” Has anyone in their family grown chile peppers in New Mexico? Are there family traditions for roasting or cooking chile? Do their parents or grandparents have recipes using chile peppers?
Graphing

Curriculum Integration: Math, Health Education, and Literacy

Materials Needed: Chart paper, markers, stickers or Post-it® notes, HIP to be Fit® Daily Fruit and Vegetable Weekly Calendar

Time Frame: One hour

SET UP
Set eight pieces of large chart paper at stations around the room, one for each day of the week and one representing the whole week. Each chart will be a graph showing the colors and the number of fruits and vegetables eaten for the designated day or for the week. The horizontal axis should show the colors. The vertical axis should show numbers. Put crayons, markers or Post-it® notes for each color at the stations.

ACTIVITY
1. Have students keep the NDI-NM HIP to be Fit® Fruit and Vegetable Weekly Calendar for a week so that each student can log and graph his or her consumption.
2. Show students how to take their own data and record it on an individual graph for each day of the week (see example below).
3. On the seven large sheets of graph paper for each day of the week, have students mark an X or other symbol to indicate how many servings they ate on that particular day of the week. Students can be working on their personal graph and taking turns putting their personal information on the class graphs.
4. On the eighth sheet, have the class compile the results of seven days onto one graph which will illustrate the total produce consumption of the entire class for produce for the week.
5. Debrief. Possible questions to ask include:
   a. Which colors were eaten the most and least often (on the class and personal graphs)?
   b. On which day did students eat the most of one specific color food group?
   c. Were there any surprises?
   d. What was the average consumption of each color food group during the week?
   e. Who ate the most and who ate the least for each color during the week?

VARIATION
Select just one day during the week to chart the class fruit and vegetable consumption. Set piece one of large chart paper in the front or back of the room. This will be a graph showing the colors and the number of fruits and vegetables that were eaten for one designated day during the week. The horizontal axis should show the colors. The vertical axis should show numbers. Put crayons or markers for each color for students to mark their consumption.

EXTENSION
* Graph fruit and vegetable consumption on one weekend day and one week day. Discuss the differences.
* Food tasting - bring in 5 varieties of apples or other fruit or vegetables. Have students taste and graph which they like best. Discuss why.
* Have students make a list of fruits and vegetables they have never tasted (see fruit and vegetable calendar on page 50). Bring in and have students taste - graph which they liked.

HOME CONNECTION
Ask parents to complete a HIP to Be Fit® Fruit and Vegetable Weekly Calendar. Make a family graph.

NM State Standards

LANGUAGE ARTS
Strand: Reading and Listening for Comprehension
Content Standard 1 - Students will apply strategies and skills to enable students to comprehend information that is read, heard and viewed.

HEALTH EDUCATION
Standard 1 - Students will comprehend concepts related to health promotion and disease prevention
Standard 2 - Students will demonstrate the ability to access valid health information and health-promoting products and services.
Standard 3 - Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

MATHMATICS
Strand: Measurement
Standard - Students will understand measurement systems and applications.
Strand: Data Analysis and Probability
Standard - Students will understand how to formulate questions, analyze data, and determine probabilities.
What Is A Serving?

One serving of a fruit or a vegetable should fit within the palm of your hand. A typical portion is often more than one serving.

A large salad, for example, can actually equal 2 or 3 servings.

If you measure it out, one serving is:

- ¾ cup (6 oz.) 100% fruit or vegetable juice
- One medium-size piece of fruit (an orange, small banana, medium-size apple, about the size of a baseball)
- ½ cup cut-up fruit (raw, cooked, frozen or canned in its own juice) about the size of a small computer mouse
- ¼ cup dried fruit
- One cup raw salad greens (about the size of a baseball)
- ½ cup of cooked or raw vegetables (about the size of a small computer mouse)
- ½ cup of cooked beans or peas
Healthy snacking is important for kids to fuel their bodies so they can perform their best! Healthy snacks provide a steady stream of energy to the body, brain, and muscles. Although snacks should not take the place of regular meals, children should eat a healthy snack in between meals if they are hungry. If they are physically active it is especially important to snack throughout the day so that they may replenish their bodies, and avoid fatigue and lack of stamina.

Instead of reaching for something unhealthy like a bag of chips or a candy bar, kids should reach for a healthy snack and refuel the NDI-NM way! And remember to drink lots of water.

**Blue/Purple**
- Berry Delicious: top plain low-fat yogurt with fresh blackberries and blueberries. Spoon in the fun!
- Purple Granola: add raisins and black currants to granola. Get ready, set, and eat!

**Green**
- Peanut Butter Logs: fill celery with peanut butter. Enjoy!
- Jumping Cucumber: slice cucumbers into circles, squeeze fresh lemon juice onto cucumber circles, and sprinkle chili powder on top. Caution! The chili powder gives this dish quite a kick!

**White**
- Crunchy Pears: press pear slices into low-fat granola and munch!
- Potato Fiesta: cut a baking potato in half lengthwise. Microwave the potato and top with salsa and your favorite shredded cheese. Let the party begin!

**Yellow/Orange**
- Orange and Yellow Sticks: use carrot sticks and thinly sliced yellow bell pepper sticks. Dip into low-fat ranch dressing or low fat sour cream. Enjoy this zesty treat.
- Tropical Tangy Delight: top lime sherbet with sliced nectarines and peaches. Very refreshing.

**Red**
- Very Berry Smoothie: pour a glass of low-fat milk into a blender. Add frozen cherries, strawberries, and raspberries. Secure lid and blend until smooth. Drink immediately.
- Muffin in a Zap: top a half of a whole wheat English muffin with sliced tomatoes and Monterey Jack cheese. Top with the remaining muffin half. Heat in toaster oven until cheese melts or zap in the microwave for 20 seconds. Yummy!

***A Rainbow of Fruit and Vegetable Recipes!***

**Nutritious Super Snacks for Extended Energy!**

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Skip the soda and candy bars and power up with healthy food and drinks!

- Broccoli Florets
- Cauliflower Florets
- Bell Pepper Sticks
- Carrot Sticks
- Celery Sticks
- Fresh Berries
- Fresh Fruit
  - (Oranges, Bananas, Apples, Peaches, Nectarines)
- Dried Fruit
  - (Apple Slices, Cranberries, Mango Slices, Papaya Slices, Raisins)
- Low-Fat Cheese
- String Cheese
- Low-Fat Yogurt
- Nuts (a handful is a serving)
- Whole Grain Bagels
- Low Sugar Dried Cereal
  - (Puffed Rice or Wheat, Wheat Squares)
- Pretzels
- Rice Cakes
- Whole Grain Crackers
- 100% Fruit Juice
diluted with water
(8 OZ SERVING)
Reading food labels will help you choose healthy foods that give you the nutrients you need. Food labels have two important parts: nutrition information and an ingredients list.

**LOOK AT THE INGREDIENTS.**
All food labels list the product's ingredients in order by weight. The ingredient in the greatest amount is listed first. The ingredient in the least amount is listed last. So, to choose foods low in saturated fat or total fat, limit your use of products that list any fat or oil first, or that list many fat and oil ingredients. Do the same for sodium and sugars.

**READ THE NUTRITION INFORMATION.**
Look for the amount of saturated fat, total fat, cholesterol, sodium, sugar, and calories in a serving of the product. Compare similar products to find the one with the least amounts.

1. **Title:** The title "Nutrition Facts," lets you know this is the current information label approved by the Food and Drug Administration.
2. **Serving Size:** Look at this to see if your usual serving is the same size as the one on the label. If you eat double the serving size listed, you need to double the nutrient and calorie values.
3. **Calories:** Look here to see how a serving of the food adds to your daily total. Most kids need about 2,000 calories each day.
4. **Daily Value:** Daily Values are listed for people who eat 2,000 or 2,500 calories a day. For fat, saturated fat, cholesterol, and sodium, choose foods with a low % Daily Value. For total carbohydrate, dietary fiber, vitamins and minerals, your Daily Value goal is to reach 100% of each.
5. **Total Fat:** Most people need to cut back on fat! The label gives you the number of grams of fat per serving (so you can track your daily intake) and the number of calories from fat. Your goal is an overall intake of no more than 30 percent of your total calories from fat. Try to limit your calories from fat.
6. **Saturated Fat:** Saturated fat is part of the total fat in food. It is listed separately because it’s the key player in raising blood cholesterol and your risk of heart disease. Eat less!
7. **Cholesterol:** Too much cholesterol can lead to heart disease. Aim to eat less than 300 mg each day.
8. **Sodium:** We usually call it salt. It can contribute to high blood pressure. Keep your sodium intake low, 2,400 to 3,000 mg or less each day.
9. **Total Carbohydrate:** Carbohydrates are in foods like bread, potatoes, fruits and vegetables. Choose these often and choose whole grains! They give you nutrients and energy. Try to limit sugars.
10. **Dietary Fiber:** Try to eat more! Fruits, vegetables, whole-grain foods, beans and peas are all good sources and can help reduce the risk of heart disease and cancer.
11. **Protein:** Most Americans get more protein than they need. Eat small servings of lean meat, fish and poultry. Use skim or low-fat milk, yogurt and cheese. Try vegetable proteins like beans, grains and cereals.
12. **Vitamins & Minerals:** Your goal here is 100% of each for the day. Eat a variety of foods to get all the vitamins and minerals you need.
**COMPARING SIMILAR FOODS**

Compare these pairs of similar foods. Which food is lower in saturated fat? In cholesterol? In total fat?

How do they compare in calories? Do they differ in the amount of sugar?

<table>
<thead>
<tr>
<th>Whole Milk</th>
<th>Skim Milk</th>
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</thead>
<tbody>
<tr>
<td><strong>Amount Per Serving</strong></td>
<td><strong>Amount Per Serving</strong></td>
</tr>
<tr>
<td>Calories</td>
<td>100 Calories from Fat</td>
</tr>
<tr>
<td>Total Fat (g)</td>
<td>12%</td>
</tr>
<tr>
<td>Saturated Fat (g)</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol (mg)</td>
<td>12mg</td>
</tr>
<tr>
<td>Sodium (mg)</td>
<td>5%</td>
</tr>
<tr>
<td>Total Carbohydrate (g)</td>
<td>12g</td>
</tr>
<tr>
<td>Dietary Fiber (g)</td>
<td>0g</td>
</tr>
<tr>
<td>Sugars (g)</td>
<td>0g</td>
</tr>
<tr>
<td>Protein (g)</td>
<td>0g</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Egg Substitute</th>
<th>Hard-Cooked Egg</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount Per Serving</strong></td>
<td><strong>Amount Per Serving</strong></td>
</tr>
<tr>
<td>Calories</td>
<td>35 Calories from Fat</td>
</tr>
<tr>
<td>Total Fat (g)</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat (g)</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol (mg)</td>
<td>0mg</td>
</tr>
<tr>
<td>Sodium (mg)</td>
<td>0mg</td>
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<tr>
<td>Total Carbohydrate (g)</td>
<td>0g</td>
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<tr>
<td>Dietary Fiber (g)</td>
<td>0g</td>
</tr>
<tr>
<td>Sugars (g)</td>
<td>0g</td>
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<table>
<thead>
<tr>
<th>Vegetable Oil</th>
<th>Butter</th>
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<tbody>
<tr>
<td><strong>Amount Per Serving</strong></td>
<td><strong>Amount Per Serving</strong></td>
</tr>
<tr>
<td>Calories</td>
<td>120 Calories from Fat</td>
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<tr>
<td>Total Fat (g)</td>
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<tr>
<td>Saturated Fat (g)</td>
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<tr>
<td>Cholesterol (mg)</td>
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<tr>
<td>Sodium (mg)</td>
<td>0mg</td>
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<tr>
<td>Total Carbohydrate (g)</td>
<td>0g</td>
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<tr>
<td>Protein (g)</td>
<td>0g</td>
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<table>
<thead>
<tr>
<th>Tortilla Chips</th>
<th>Baked Tortilla Chips</th>
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<tbody>
<tr>
<td><strong>Amount Per Serving</strong></td>
<td><strong>Amount Per Serving</strong></td>
</tr>
<tr>
<td>Calories</td>
<td>150 Calories from Fat</td>
</tr>
<tr>
<td>Total Fat (g)</td>
<td>11%</td>
</tr>
<tr>
<td>Saturated Fat (g)</td>
<td>5%</td>
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<tr>
<td>Cholesterol (mg)</td>
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<tr>
<td>Sodium (mg)</td>
<td>0mg</td>
</tr>
<tr>
<td>Total Carbohydrate (g)</td>
<td>0g</td>
</tr>
<tr>
<td>Protein (g)</td>
<td>0g</td>
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</tbody>
</table>
WHAT IS THE DIFFERENCE BETWEEN A FRUIT AND A VEGETABLE? A VEGETABLE IS CONSIDERED TO BE EDIBLE ROOTS, TUBERS, STEMS, LEAVES, FRUITS, SEEDS, FLOWER CLUSTERS, AND OTHER SOFTER PLANT PARTS. A FRUIT IS BASICALLY A SWEET PULP THAT SURROUNDS ITS SEED(S).

Calcium is critical to our health because it helps build strong bones and teeth. It is most important to get calcium when you are a kid because that is the time when the calcium has the most impact on your bones.

THERE ARE ABOUT 50 DIFFERENT VITAMINS AND MINERALS.

A calorie is the amount of heat energy that is needed to raise the temperature of one liter of water by one degree Celsius. In the body, when calories are burned, they become energy.

CARROTS WERE FIRST GROWN AS MEDICINE, NOT FOOD. THEY ORIGINATED 3,000 YEARS AGO AND WERE WHITE, PURPLE, AND YELLOW.

Carrots can really help you see in the dark! That is because they contain lots of Vitamin A which is known to prevent night blindness.

GOOD SOURCES OF VITAMIN C ARE ORANGES, LEMONS, GRAPEFRUITS, STRAWBERRIES, TOMATOES, AND POTATOES. WHEN EATEN WITH MEAT AND BEANS, FOODS WITH A LOT OF VITAMIN C ALSO HELP THE BODY GET MORE IRON.

To burn one pound of fat you need to burn a total of 3,500 calories.

TEMPERATURE CAN AFFECT YOUR APPETITE. YOU’RE MORE LIKELY TO BE HUNGRY IF YOU’RE COLD!

Each American eats approximately 22 pounds of tomatoes yearly. Over ½ of the tomato consumption is in the form of catsup and tomato sauce. Florida is the number one tomato producing state, closely followed by California. THE AVERAGE AMERICAN DRINKS 25 GALLONS OF MILK PER YEAR. DID YOU KNOW THAT ABOUT 88% OF ALL MILK IS WATER AND ONLY ABOUT 12% IS SOLID SUBSTANCE THAT HAS FOOD VALUE?

In America, an average family of four consumes almost 6,000 pounds of food per year.

THE AVERAGE KID IN AMERICA EATS ABOUT 46 SLICES OF PIZZA A YEAR. IN THE U.S. PEPPERONI IS THE NUMBER ONE FAVORITE TOPPING AND ANCHOVIES ARE LAST. IN JAPAN THE FAVORITE TOPPING IS SQUID!

Raisins are made from grapes that have dried in the sun for two to three weeks. Most of the raisins eaten in the United States come from California - and about three quarters of all raisins are eaten with breakfast.
DETERMINING YOUR INTENSITY LEVEL

FRUIT & VEGETABLE weekly calendar

<table>
<thead>
<tr>
<th></th>
<th>BLUE/PURPLE</th>
<th>GREEN</th>
<th>WHITE</th>
<th>YELLOW/ORANGE</th>
<th>RED</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES</td>
<td>½ cup purple grapes</td>
<td>½ cup broccoli</td>
<td>½ banana</td>
<td>1 orange</td>
<td>½ cup tomatoes</td>
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<tr>
<td>Monday</td>
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<td>Sunday</td>
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ARE YOU EATING ALL YOUR COLORS?
How many servings of fruits and vegetables do you eat each day? Are you eating from all five color groups? Keep track of what you eat for one week. Fill in the names of the fruits and vegetables and number of servings each time you eat under the correct color group and day of the week. Examples of fruits and vegetables and their color groups are on the back. Aim for five servings or more each day of fruits and vegetables, two or more of each color group.

One serving is:
1. 1 medium-size piece of fruit
2. ¼ cup dried fruit
3. 1 cup raw, cooked, frozen, or canned (100% juice) fruit
4. ½ cup raw, cooked, frozen, or canned vegetables
5. 1 cup raw, leafy vegetables
6. 1½ to 2 cups cooked vegetables
7. 1½ cups cooked fruit
8. 1 ounce dried fruit
9. 2 ounces cooked vegetables

NATIONAL DANCE INSTITUTE OF NEW MEXICO
GET TO KNOW YOUR COLORS

SNACKS weekly calendar

<table>
<thead>
<tr>
<th>MORNING</th>
<th>AFTERNOON</th>
<th>AFTER DINNER</th>
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<tbody>
<tr>
<td>Monday</td>
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<td>Tuesday</td>
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<td>Saturday</td>
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<td>Sunday</td>
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ARE YOUR SNACKS MAKING YOU FIT OR FAT?
How many snacks do you eat each day? Are you eating healthy snacks that give you energy or treats that make you feel full? Keep track of what you eat for one week. Fill in the snacks you eat under the times of day and day of the week, try to avoid food that is high in fat and sugar.

WHAT IS A SERVING?
Serving sizes may be noted on the packages.

- 1/2 cup of vegetables
- 1/4 cup of nuts, beans, or cereal
- 1/2 cup of lean meat or dairy
- 1/4 cup of rice or pasta
- 1/2 cup of fruit or vegetable juice
- 1/4 cup of low-fat (3%) milk
- 1/4 cup of low-fat (1%) milk
- 1/4 cup of lean meat (2% or less fat)
- 1/8 cup of lean meat (95% fat-free)
- 1/4 cup of lean meat (90% fat-free)
- 1/4 cup of lean meat (85% fat-free)
- 1/4 cup of lean meat (80% fat-free)
- 1/4 cup of lean meat (75% fat-free)
- 1/4 cup of lean meat (70% fat-free)
- 1/4 cup of lean meat (65% fat-free)
- 1/4 cup of lean meat (60% fat-free)
- 1/4 cup of lean meat (55% fat-free)
- 1/4 cup of lean meat (50% fat-free)
- 1/4 cup of lean meat (45% fat-free)
- 1/4 cup of lean meat (40% fat-free)
- 1/4 cup of lean meat (35% fat-free)
- 1/4 cup of lean meat (30% fat-free)
- 1/4 cup of lean meat (25% fat-free)
- 1/4 cup of lean meat (20% fat-free)
- 1/4 cup of lean meat (15% fat-free)
- 1/4 cup of lean meat (10% fat-free)
- 1/4 cup of lean meat (5% fat-free)
- 1/4 cup of lean meat (0% fat-free)
 título: CALENDARIO de actividad semanal

<table>
<thead>
<tr>
<th>Lunes</th>
<th>Martes</th>
<th>Miércoles</th>
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**HIPS TO BE FIT**

**ACTIVIDAD**

- Lunes
- Martes
- Miércoles
- Jueves
- Viernes
- Sábado
- Domingo

**NIVEL DE INTENSIDAD**

- Alta
- Moderada
- Baja

Para que nuestro programa funcione, debes de estar activo físicamente, por 1 hora al día.

Recuerda incluir trabajos como barrer hojas, sacar basura, limpiar la casa, etc. Importante que pongas por cuánto y registra el tiempo que dedicas.

Para hacer un seguimiento de tu actividad física, pueden participar en actividades como caminar, ir a la playa, bajar en bicicleta, nadar, practicar NDI-NM. No olvides registrar en tu agenda cuando lo hagas.

**SNACKS**

<table>
<thead>
<tr>
<th>Lunes</th>
<th>Martes</th>
<th>Miércoles</th>
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**Recuerda**

- Si quieres perder peso, ten en cuenta que las calorías que consumes son importantes.
- Si quieres ganar masa muscular, ten en cuenta que el entrenamiento muscular es crucial.
- Si quieres mejorar tu salud cardiovascular, ten en cuenta que el entrenamiento cardiorespiratorio es crucial.

**Conclusión**

Para tener un estilo de vida saludable, es importante que hagas ejercicio regularmente y que mantengas una alimentación balanceada.
**Actividades Aeróbicas**

Aumenta el ritmo del corazón y de la respiración y mejora la condición del corazón y los pulmones. Como ejemplos:
- Caminar a paso acelerado,
- Trotar y nadar.

**Actividades de Estiramiento**

Ayer a construir y mantener huesos y músculos, haciendo que trabajen en contra de la gravedad. Ejemplos:
- Rana,
- Levantamiento de pesas.

**Resistencia, fortalecimiento y actividades con pesas**

Algunos tipos de actividad física son especialmente benéficos:
- Te hace sudar.

Ejemplos:
- Estirarse, caminando a paso moderado.

Esta actividad no te hace sudar intensamente. Es difícil hablar cuando las estás haciendo. Los ejemplos incluyen:
- Trotar,
- Correr,
- Natación de competencia o competencias en bicicleta.

**Nivel de Intensidad**

Un elemento clave para una vida larga, saludable y feliz es la actividad física. Ayuda a relajarse, a tener huesos fuertes y también te puede ayudar a alcanzar y mantener un peso saludable y disminuye el riesgo de enfermedades crónicas.

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### CALENDARIO Semanal de Frutas y Verduras

<table>
<thead>
<tr>
<th>Día</th>
<th>Frutas</th>
<th>Verduras</th>
<th>Bebidas</th>
<th>Bono</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunes</td>
<td>1 taza de manzanas</td>
<td>1 taza de brócoli</td>
<td>1 plátano</td>
<td>1 naranja</td>
</tr>
<tr>
<td>Martes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Miércoles</td>
<td>1 taza de pepino</td>
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<tr>
<td>Jueves</td>
<td>1 taza de naranja</td>
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<td></td>
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<tr>
<td>Viernes</td>
<td></td>
<td>1 taza de zanahorias</td>
<td></td>
<td></td>
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<tr>
<td>Sábado</td>
<td>1 taza de ciruelas</td>
<td></td>
<td></td>
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<tr>
<td>Domingo</td>
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**EJEMPLOS**

- 1 taza de fruta fresca, cocida, congelada o enlatada.
- 1 taza de verduras frescas, cocidas, congeladas o enlatadas.
- 1/2 taza de frutas frescas, cocidas, congeladas o enlatadas.
- 1 taza de jugo de frutas 100% natural.

**CÓMO DETERMINAR EL CÓDIGO**

- Cada color representa un grupo de frutas y/or verduras.
- Incluye por lo menos una porción de cada color en cada día de la semana.
**CONOCE TUS COLORES**

<table>
<thead>
<tr>
<th>Conoce los alimentos del grupo BLANCO</th>
<th>Conoce los alimentos del grupo VERDE</th>
<th>Conoce los alimentos del grupo ROJO</th>
<th>Conoce los alimentos del grupo AZUL Y MORADO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brocoli</td>
<td>Kohlrabi</td>
<td>Jícama</td>
<td>Alcachofa</td>
</tr>
<tr>
<td>Arugula</td>
<td>Durazno blanco</td>
<td>Coliflor</td>
<td>Ajo</td>
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<tr>
<td>Gengibre</td>
<td>Alcachofa de Jerusalem</td>
<td>Kiwi</td>
<td>Limas</td>
</tr>
<tr>
<td>Pera verde</td>
<td>Nectarina blanca</td>
<td>Pera café</td>
<td>Dátil</td>
</tr>
<tr>
<td>Manzanas</td>
<td>Uvas verdes</td>
<td>Plátanos</td>
<td>Aguacate</td>
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**ALGÚN TÉRMINO ADICIONAL**

- **Rutabaga**: Es una raíz similar a la zanahoria que se utiliza en ensaladas y guisos.
- **Calabaza**: Es una fruta de la familia de la calabaza que se utiliza en recetas de comida casera.
- **Betabel amarillo**: Es una raíz que se utiliza en ensaladas y guisos.
- **Calabaza mantequilla**: Es una variedad de calabaza que se utiliza en ensaladas y guisos.
- **Zanahorias**: Es un vegetal que se consume crudo o cocido, se utiliza en ensaladas y guisos.
- **Pimiento amarillo**: Es una fruta del grupo de las chiles que se utiliza en ensaladas y guisos.
- **Papas amarillas**: Es un tipo de patata que se utiliza en ensaladas y guisos.
- **Mandarina**: Es una fruta del grupo de las mandarinas que se consume cruda o cocida.
- **Pérsimos**: Es una fruta del grupo de las peras que se consume cruda o cocida.
- **Piña**: Es una fruta del grupo de las piñas que se consume cruda o cocida.
- **Naranja**: Es una fruta del grupo de las naranjas que se consume cruda o cocida.
- **Papaya**: Es una fruta del grupo de las papayas que se consume cruda o cocida.
- **Durazno**: Es una fruta del grupo de los duraznos que se consume cruda o cocida.
- **Peras amarillas**: Es una fruta del grupo de las peras que se consume cruda o cocida.
- **Higos amarillos**: Es una fruta del grupo de los higos que se consume cruda o cocida.
- **Toronja**: Es una fruta del grupo de las toronjas que se consume cruda o cocida.
- **Kiwi dorado**: Es una fruta del grupo de los kiwis que se consume cruda o cocida.
- **Limones**: Es una fruta del grupo de los limones que se consume cruda o cocida.
- **Mangos**: Es una fruta del grupo de los mangos que se consume cruda o cocida.
- **Chabacanos**: Es una fruta del grupo de los chabacanos que se consume cruda o cocida.
- **Melón**: Es una fruta del grupo de los melones que se consume cruda o cocida.
- **Manzanas amarillas**: Es una fruta del grupo de las manzanas que se consume cruda o cocida.
- **Papas rojas**: Es un tipo de patata que se utiliza en ensaladas y guisos.
- **Huesos de carne morada**: Es un tipo de patata que se utiliza en ensaladas y guisos.
- **Pimiento morado**: Es una fruta del grupo de los pimientos que se consume cruda o cocida.
- **Chicharos rojos**: Es un tipo de legumbre que se utiliza en ensaladas y guisos.
- **Granada**: Es una fruta del grupo de las granadas que se consume cruda o cocida.
- **Raspberries**: Es una fruta del grupo de las fresas que se consume cruda o cocida.
- **Manzanas de sangre**: Es una fruta del grupo de las manzanas que se consume cruda o cocida.
- **Cerezas**: Es una fruta del grupo de las cerezas que se consume cruda o cocida.
- **Cranberries**: Es una fruta del grupo de las arándanos que se consume cruda o cocida.
- **Uvas rojas**: Es una fruta del grupo de las uvas que se consume cruda o cocida.
- **Toronja rosa o roja**: Es una fruta del grupo de las toronjas que se consume cruda o cocida.
- **Chicharos morados**: Es un tipo de legumbre que se utiliza en ensaladas y guisos.
- **Uvas moradas**: Es una fruta del grupo de las uvas que se consume cruda o cocida.
- **Ciruelas**: Es una fruta del grupo de las ciruelas que se consume cruda o cocida.
- **Pasas**: Es una fruta del grupo de las arándanos que se consume cruda o cocida.
- **Espárragos morados**: Es un tipo de legumbre que se utiliza en ensaladas y guisos.
- **Col morada**: Es un tipo de col que se utiliza en ensaladas y guisos.
- **Berengenas**: Es un tipo de hortaliza que se utiliza en ensaladas y guisos.
- **Endivia morada**: Es un tipo de endivia que se utiliza en ensaladas y guisos.

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**CALENDARIO Semanal de Snacks**

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<thead>
<tr>
<th>Lunes</th>
<th>Martes</th>
<th>Miércoles</th>
<th>Jueves</th>
<th>Viernes</th>
<th>Sábado</th>
<th>Domingo</th>
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**HIP TO BE FIT**

- **Cuántos snacks comes al día?**
- **Estás comiendo snacks saludables que te dan energía o comidas que te engordan?**
- **Registra por una semana todo lo que comes. Pon la clase de snacks que comes cada día y en qué momento del día. Trata de no comer alimentos que contengan grasa y azúcar.**

**Lee las etiquetas para**

- **1/2 onzas queso**
- **1 onza o 1/4 taza nueces**
- **2 cucharadas mantequilla de**
- **1 rebanada de pan**
- **2 galletas medianas**
- **3-4 galletas saladas**
- **1 onza papas secas al sol**
- **1/2 cucharadita de aceite de oliva virgen**
- **1 taza de frutas**

**Emplea las técnicas de**

- **Comprueba los snacks que comes**
- **Haz listas de snacks que te gustan**
- **Planifica tus snacks**
- **Compra snacks saludables**
- **Prepara snacks saludables en casa**
- **Evita snacks azucarados**
- **Evita snacks con grasa**
- **Evita snacks con added sugars**
- **Evita snacks con sodio**
- **Evita snacks con gluten**
- **Evita snacks con colores artificiales**
- **Evita snacks con parabenos**
- **Evita snacks con químicos**
- **Evita snacks con empaques de plástico**
- **Evita snacks con empaques de papel**
- **Evita snacks con empaques de metal**
- **Evita snacks con empaques de vidrio**

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**NATIONAL DANCE INSTITUTE OF NEW MEXICO**

- National Dance Institute of New Mexico SNACK 57
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**www.ndi-nm.org**

1140 Alto Street

Nombre_____________________

Firma del Padre___________________

(505) 983-7646
SNACKS proporcionan una corriente continua de energía a tu cuerpo, cerebro y músculos. Los snacks no deben sustituir a las comidas regulares. Come un snack saludable entre comidas cuando tengas hambre. El mejor combustible para un niño activo debe tener mucha energía y proviene de alimentos como granos enteros, frutas y verduras.

Cuando estás físicamente activo es muy importante comer snacks durante el día, para que puedas reponer la energía de tu cuerpo y no te sientas cansado.

Pon atención a lo que comes, retácarte con una gran orden de papas fritas después de una clase, te puede dar un alivio temporal, pero un snack como este, tan alto en grasa y calorías, te detendrá después de un rato. Los niños necesitan proporcionar alimento a su cuerpo más de tres veces al día, especialmente cuando están muy activos. Caminar, jugar en la clase de gimnasia, cargar la mochila, todo necesita energía, los niños tienen estómagos pequeños, así que necesitan comer más a menudo que los adultos. Si los niños no comen con regularidad sus comidas y snacks, se cansan y se ponen de mal humor. ¿Te has sentido así alguna vez? Si vas a comer pronto no es bueno que comes snacks, pero una guía adecuada para comer snacks estén uno en la mañana, otro en la tarde y otro en la noche.

Los snacks saludables pueden ser una forma de obtener todas las vitaminas y nutrientes que tu cuerpo necesita. Lo que no es saludable es comer tantos snacks que te hagan no tener hambre a la hora de la comida. Pero un snack adecuado en el momento adecuado es muchas veces lo que el niño necesita. Desde luego no tienes forzosamente que comer tu snack. Come solamente cuando tengas hambre. Y no comas porque estás aburrido viendo la tele o para recompensarte porque terminaste tu tarea.

En lugar de tomar algo poco saludable como una bolsa de papas fritas o un dulce, procura tomar un snack saludable y reponer la energía de tu cuerpo de la manera que se hace en NDI-NM. Y no te olvides beber mucha agua. Haz a un lado las bebidas gaseosas y los dulces, y obtén tu energía de comida y bebidas saludables!

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<table>
<thead>
<tr>
<th>Broccoli</th>
<th>Coliflor</th>
<th>Rajas de pimiento</th>
<th>Palitos de Zanahoria</th>
<th>Palitos de Apio</th>
</tr>
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<tbody>
<tr>
<td>Moras frescas</td>
<td>Fruta fresca</td>
<td>(naranja, plátano, duraznos, etc.)</td>
<td>Fruta seca</td>
<td>(rebanadas de manzana, cranberries, mango, papaya, pasitas, etc.)</td>
</tr>
<tr>
<td>Jugo 100% de fruta diluido en agua (8oz)</td>
<td>Queso bajo en grasa</td>
<td>Queso en tiras</td>
<td>Yogurt bajo en grasa</td>
<td>nueces (1 puño es una porción)</td>
</tr>
<tr>
<td>Cereal seco sin azúcar, (arroz de trigo inflado, trigo encuadros)</td>
<td>Pretzels</td>
<td>Rice cakes</td>
<td>Galletas de grano entero</td>
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