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National Health Education Standards

The activities in *Healthy Habits for Healthy Kids* (Grades 5 and up) meet the following National Health Education Standards. For more information about these standards, go to www.cdc.gov/healthyyouth/sher/standards/index.htm

Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 1.5.1 Describe the relationship between healthy behaviors and personal health.
Standard 1.8.1 Analyze the relationship between healthy behaviors and personal health.
Standard 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.
Standard 1.8.3 Analyze how the environment affects personal health.
Standard 1.8.4 Describe how family history can affect personal health.
Standard 1.5.4 Describe ways to prevent common childhood injuries and health problems.
Standard 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
Standard 1.5.5 Describe when it is important to seek health care.
Standard 1.8.6 Explain how appropriate health care can promote personal health.
Standard 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
Standard 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 2.5.1 Describe how family influences personal health practices and behaviors.
Standard 2.5.2 Identify the influence of culture on health practices and behaviors.
Standard 2.5.3 Identify how peers can influence healthy and unhealthy behaviors.
Standard 2.5.4 Describe how the school and community can support personal health practices and behaviors.
Standard 2.5.5 Explain how media influences thoughts, feelings, and health behaviors.
Standard 2.5.6 Describe ways that technology can influence personal health.
Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.
Standard 3.5.1 Identify characteristics of valid health information, products, and services.
Standard 3.5.2 Locate resources from home, school, and community that provide valid health information.
Standard 3.8.1 Analyze the validity of health information, products, and services.
Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
Standard 4.5.2 Demonstrate refusal skills that avoid or reduce health risks.
Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 5.5.1 Identify health-related situations that might require a thoughtful decision.
Standard 5.5.3 List healthy options to health-related issues or problems.
Standard 5.5.5 Choose a healthy option when making a decision.
Standard 5.5.6 Describe the outcomes of a health-related decision.
Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 6.5.1 Set a personal health goal and track progress toward its achievement.
Standard 6.5.2 Identify resources to assist in achieving a personal health goal.
Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 7.5.1 Identify responsible personal health behaviors.
Standard 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
Standard 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.
Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.
Standard 8.5.1 Express opinions and give accurate information about health issues.
Standard 8.5.2 Encourage others to make positive health choices.

Common Core State Standards Correlation

The activities included in *Healthy Habits for Healthy Kids (Grades 5 and up)* meet the following Common Core State Standards. (©Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.) For more information about these standards, go to <http://www.corestandards.org/> or visit <http://www.teachercreated.com/standards/> for activities related to each standard.

Reading: Informational Text
Key Ideas and Details
ELA.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Craft and Structure
ELA.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant <i>to a grade 5 topic or subject area</i> .
ELA.RI.6.4 Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings.
Integration of Knowledge and Ideas
ELA.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
ELA.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Writing
Text Types and Purposes
ELA.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
ELA.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
ELA.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Research to Build and Present Knowledge
ELA.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ELA.W.6.7 Conduct short research projects to answer a question drawing on several sources and refocusing the inquiry when appropriate.
Range of Writing
ELA.W. 5.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
ELA.W. 6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening
Comprehension and Collaboration
ELA.SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners <i>on grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
ELA.SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners <i>on grade 6 topics and texts and issues</i> , building on others' ideas and expressing their own clearly.
Language
Conventions of Standard English
ELA.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ELA.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Vocabulary Acquisition and Use
ELA.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
ELA.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
ELA.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Growing Fruit

If I plant an apple seed, will I have apples to eat? Maybe you will, if you live in the right climate, and if you take care of the plant. Still, it will take a long time for the tree to grow and give fruit. Some fruits are easier and faster to grow at home in a garden than fruit trees. Strawberries, raspberries, and blueberries grow well in a garden setting. They are often planted from nursery “starts” instead of seeds. Each of these fruits is a tasty way to get vitamin C and fiber.

You might have a fruit tree in your yard. You might live near a farmers’ market and be able to choose from a variety of fresh fruits. You can buy bananas at the grocery store. Each of these provides options for enjoying a variety of fresh fruit that’s good for us.



Directions: Research to learn about fruits that grow in your area. Use the chart to organize your notes. Find out:

1. Which fruits could you grow at home in a backyard garden or in a container garden? _____

2. Which local fruits might you get fresh at a farmers’ market? _____

3. Which fruits do not grow locally that you would have to find at a grocery store? _____

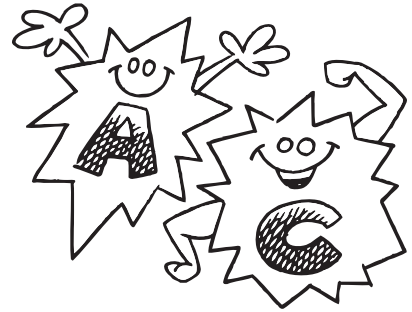
Backyard Fruits	Local Farm Fruits	Fruits from the Store
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name _____

Different Kinds of Vegetables

We all know we need to eat vegetables and there are so many different kinds! They are healthy foods that provide us with important vitamins and other nutrients, including:

- **Vitamin A** keeps our eyes and skin healthy and helps to prevent infections.
- **Vitamin C** helps our bodies build strong bones and teeth.
- **Folic acid** helps our bodies make new red blood cells to carry oxygen to all parts of our bodies.
- **Fiber** works to digest the other foods we eat. Fiber helps lower cholesterol and helps prevent heart disease.



Directions: Review the list of different vegetables on pages 20–21. Research a vegetable from each section. Write what you learn about these new vegetables. Circle the part of each vegetable that you can eat.

Vegetable: _____	Part you eat: root stem leaf flower
Vitamins: _____	
Nutrients: _____	
Vegetable: _____	Part you eat: root stem leaf flower
Vitamins: _____	
Nutrients: _____	
Vegetable: _____	Part you eat: root stem leaf flower
Vitamins: _____	
Nutrients: _____	
Vegetable: _____	Part you eat: root stem leaf flower
Vitamins: _____	
Nutrients: _____	

What Does Gluten-Free Mean?

You may know someone whose diet is “gluten-free.” *Gluten* is a protein found in grains, such as wheat, barley, and rye. What does it mean to have a gluten-free diet? It means you do not eat foods with gluten.

Most people who try to avoid gluten do so for health reasons. Some people have celiac disease. For these people, gluten causes inflammation in their small intestines which makes them sick. Other people have gluten intolerance and may have different symptoms. People with celiac disease or gluten intolerance should follow a gluten-free diet. This is not as easy as it might seem—gluten is everywhere! People who cannot have gluten must carefully read nutrition labels since many food products have wheat in some form. It’s tricky to avoid foods containing wheat and barley. Wheat goes by many different names on food ingredient lists—*bulgur*, *durum flour*, *farina*, *graham flour*, *semolina*, and *spelt*. People who have a gluten-free diet should avoid foods with those wheat names on labels.

It is also important to read restaurant menus carefully. People who follow a gluten-free diet may have to ask questions about restaurant items or avoid certain foods. Fortunately, there are many gluten-free foods available in stores now. It is also possible to buy gluten-free flours to use in recipes for bread and other baked items. A few of the gluten-free flours include *amaranth*, *buckwheat*, *corn*, *rice*, *sorghum*, and *tapioca*.

Fruits and vegetables are gluten-free foods. Many dairy products, too, are naturally gluten-free. Protein foods such as meats are gluten-free. The trick is to make sure these meats are not breaded or marinated when they are cooked since breading and marinades are often not gluten-free.

Class Challenge

1. Spend a few days collecting packaging and advertisements for different foods.
2. Sort the foods into two groups—those that *have gluten* and those that are *gluten-free*. Pay special attention to ingredient lists to spot the different names for wheat. Circle them.
3. Create a class list of snack ideas that are gluten-free based on your findings.

4. Consider having a special, gluten-free celebration in your classroom. What might you bring to share?

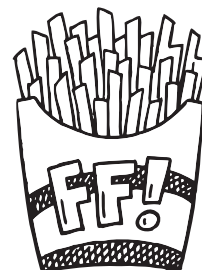


Sodium in Foods

Many foods have sodium in them. *Sodium* is the chemical name for salt. Your body needs salt in small amounts to keep the body fluids in balance. Salt also helps our nerves, our muscles, and our heart work the way they should. However, too much salt can be unhealthy. People who eat too much salt can have a greater risk for heart disease.

Every body is different, so how do you know how much salt your body needs? There is a range to consider, as well as personal health needs, height, weight, and activity level. Here is the suggested range:

- 4–8 year-olds → 1,200–1,900 mg per day
 9–13 year-olds → 1,500–2,200 mg per day
 14–18 year-olds → 1,500–2,300 mg per day



These numbers can be helpful when looking at nutrition labels. It's very easy to get more sodium than we need in one day. Think about it—a baked potato (by itself) has only 15 mg of sodium, but an order of french fries has 135 mg of sodium. If you super-size it, the amount of sodium in the french fries increases to 350 mg. The more processed a food is, the more likely the amount of sodium is higher.

Directions: Collect nutrition labels from three foods. Look at the labels and find how much sodium is in a serving of each food. Write how much sodium is in each of the three foods you researched.

Food 1 _____ **Amount of Sodium** _____ mg
Food 2 _____ **Amount of Sodium** _____ mg
Food 3 _____ **Amount of Sodium** _____ mg

1. Add your three sodium totals.

Food 1 _____
Food 2 _____
Food 3 _____



2. How much sodium would you get from the three foods? **Total** _____ mg

3. Did you go over 1,500 mg? **Yes** _____ **No** _____

There are ways to lower your sodium intake if you think you are getting too much.

- Choose foods that are lower in sodium.
 - Don't add extra salt to foods.
 - Look on packaging for foods that are low in salt or sodium-free.
 - Keep serving sizes in mind when you enjoy salted foods, and don't overdo it.
4. What could you do to lower the amount of salt in your diet? _____

Calories

1. What is a calorie?

2. What is an empty calorie?

3. What does it mean to supersize a meal? Discuss the pros and cons.

4. Based on what you have read and what you know, how would you define a “sometimes” food? Compare it to a healthy food.

5. Name a “sometimes” food you like to eat. How could it be made a healthier food, or what might be substituted for it?
