

## Teaching Plan: Seeing the Doctor to Be Healthy

<b>Audience:</b> TBA	<b>Course and Unit:</b> TBA
<b>Class and Time:</b> TBA	<b>Day and Date:</b> TBA

**A. Major concept(s) from unit plan:**

- Doctors are not scary
- Doctors help us stay healthy
- Exercise helps us stay healthy

**B. Terminal objectives:** Following the lesson the student will be able to

- State their level of comfort with seeing the doctor
- Identify the role of doctors in health
- Identify the role of exercise in health

**C. Establishing set:**

- Use “Human Body Practice Pad” to name the body parts

**D. Lesson Body**

Enabling Objectives	Content Notes	Learning Experiences
1. Students identify basic body parts (cognitive)	“My Doctor, My Friend”	Anatomy Apron and Effect of Exercise on your Heart Rate
2. Students identify nutrition and exercise as important to health (cognitive)	“My Doctor, My Friend”	Anatomy Apron and Effect of Exercise on your Heart Rate
3. Students indicate a positive feeling about going to the doctor, eating healthy, and exercise (affective)	“My Doctor, My Friend”	Anatomy Apron and Effect of Exercise on your Heart Rate
4. Students demonstrate where each body part is located (psychomotor)	“My Doctor, My Friend”	Anatomy Apron and Effect of Exercise on your Heart Rate

**E. Summary / Closure:**

Review material by asking children to identify body parts and tell how good nutrition and exercise keeps their bodies healthy. Ask if they now can be a good example to others at home and at school.

**F. Generalization:**

Practicing good nutrition, exercise, and seeing the doctor regularly helps keep us healthy.

**G. Teaching Materials:**

- *My Doctor, My Friend* by P. K. Hallinan
- Human Body Parts practice pad
- Anatomy Apron
- Exercise spinner
- Take-homes handouts: Local Resources for Primary Care, FNPA fact sheet
- Reward stickers

## Teaching Plan: My Pyramid

**Audience:** TBA

**Course and Unit:** TBA

**Class and Time:** TBA

**Day and Date:** TBA

**A. Major concept(s) from unit plan:**

- My Pyramid food groups

**B. Terminal objective:** Following the lesson the student will be able to

- Identify the need to eat a variety of foods each day.

**C. Establishing set:**

- Show pictures of various foods and have children identify the correct food group

**D. Lesson Body**

Enabling Objectives	Content Notes	Learning Experiences
5. Students identify healthy foods in each pyramid food group (cognitive)	"Showdown at the Food Pyramid"	Healthy Foods Game
6. Students verbalize the need to eat a variety of foods each day in order to get a variety of nutrients (cognitive)	"Showdown at the Food Pyramid"	Healthy Foods Game
7. Students indicate a positive feeling about all food groups (affective)	"Showdown at the Food Pyramid"	Healthy Foods Game
8. Students demonstrate a meal with nutrient variety (psychomotor)	"Showdown at the Food Pyramid"	Healthy Foods Game

**E. Summary / Closure:**

Review material by asking children to identify foods in each pyramid food group and nutrients in those groups. Ask if they now wish to eat a variety of foods each day.

**F. Generalization:**

Eating a variety of foods helps people be healthy.

**G. Teaching Materials:**

- *Showdown at the Food Pyramid* by Rex Barron
- Healthy Foods magnetic game
- Reward stickers
- Take home: Little Portions for Little People; Iron, Calcium, and Zinc Needs in Children; Eat This, Not That for Kids

## Teaching Plan: Calcium

**Audience:** TBA

**Course and Unit:** TBA

**Class and Time:** TBA

**Day and Date:** TBA

**A. Major concept(s) from unit plan:**

- Calcium food sources
- Food sources of calcium

**B. Terminal objectives:** Following the lesson the student will be able to

- State the role of calcium in our bodies
- Identify food sources of calcium.

**C. Establishing set:**

- Show pictures of calcium containing foods and let children vote on their favorites

**D. Lesson Body**

Enabling Objectives	Content Notes	Learning Experiences
9. Students name 3 food sources of calcium (cognitive)	Carlos and Clarice Moovoo to Lowfat Milk!	Experiment: Extracting calcium out of bones and Milk Jug Game
10. Students identify 2 roles of calcium in the body (cognitive)	Carlos and Clarice Moovoo to Lowfat Milk!	Experiment: Extracting calcium out of bones and Milk Jug Game
11. Students indicate a positive feeling about eating calcium-rich foods (affective)	Carlos and Clarice Moovoo to Lowfat Milk!	Experiment: Extracting calcium out of bones and Milk Jug Game
12. Students demonstrate the importance of calcium in bones thru experiment and game (psychomotor)	Carlos and Clarice Moovoo to Lowfat Milk!	Experiment: Extracting calcium out of bones and Milk Jug Game

- a. Show children the chicken bones and talk about the importance of calcium in developing strong bones. Emphasize that a low calcium intake will lead to weakened bones.
- b. Show the cover of the book, "What do you think this book is about?"
- c. "This is a story about milk. Who knows where milk comes from? Yes, a cow. Today we are going to read a story about milk and which type of milk to buy at the store."
- d. Read the book, *Carlos and Clarice Moovoo to Lowfat Milk!* Encourage the children to participate in the activities in the book, as appropriate.
- e. Finish the story and go back to the first page. Encourage the children to find the hidden milk jugs.

- f. “What type of milk did Carlos say to drink? That’s right, 1% milk. 1% milk keeps our heart healthy and is good for our bones and teeth.” Show the children a picture of a 1% milk jug and a whole milk jug.
- g. “Which jug is the 1% milk? Which jug is the whole milk? Which milk is best for us to drink?”
- h. Play Hide the 1% Milk Jug Game. Show the children the pictures of the 1% lowfat milk jug and the whole milk jug. Ask the children which picture has the “1” on it. Ask them which milk their mom’s should buy at the store. Then tell the children that you are going to hide the milk cartons under the pictures of Carlos (use the floor or table). Ask them to shut their eyes. Let the children take turns lifting up Carlos and looking for the milk with the “1” on it. Reinforce to them that they want to buy the milk with a “1” on it at the store.
- i. Revisit the bones and remind them to drink lowfat milk (or other calcium source) everyday so they will have strong bones.

#### **E. Summary / Closure:**

Review material by asking children to identify that calcium builds strong bones and is found in lowfat milk, yogurt, and cheese. Have the children practice asking their parents / caregivers to make lowfat milk their mealtime beverage.

#### **F. Generalization:**

Eating calcium-rich foods help people be healthy.

#### **G. Teaching Materials:**

- *Carlos and Clarice Mooove to Lowfat Milk!*
- Magic School Bus calcium experiment
- Calcium food pictures
- Milk Jug Game
- Take-home handout: Calcium for Your Kids
- Reward stickers

(adapted from Midwest Dairy materials)

## Teaching Plan: Fruits and Vegetables

**Audience:** TBA

**Course and Unit:** TBA

**Class and Time:** TBA

**Day and Date:** TBA

**A. Major concept(s) from unit plan:**

- Fruit and Vegetable food groups
- Nutrients in fruits and vegetables

**B. Terminal objectives:** Following the lesson the student will be able to

- State the influence of healthy fruits and vegetables on their personal health
- Exercise their influence on purchasing and consumption behaviors in their homes by asking for and eating healthy fruits and vegetables

**C. Establishing set:**

- Show pictures of various fruits and vegetables for children to name and vote on their favorite

**D. Lesson Body**

Enabling Objectives	Content Notes	Learning Experiences
13. Students name 3 fruits and vegetables (cognitive)	“The Fish Who Wished He Could Eat Fruit”	Fruits and Vegetables Color Bingo
14. Students identify 2 nutrients found in fruits and vegetables (cognitive)	“The Fish Who Wished He Could Eat Fruit”	Fruits and Vegetables Color Bingo
15. Students identify fresh fruits and vegetables as a fiber source (cognitive)	“The Fish Who Wished He Could Eat Fruit”	Fruits and Vegetables Color Bingo
16. Students indicate a positive feeling about eating fruits and vegetables (affective)	“The Fish Who Wished He Could Eat Fruit”	Fruits and Vegetables Color Bingo
17. Students demonstrate recognition of fruits and vegetables (psychomotor)	“The Fish Who Wished He Could Eat Fruit”	Fruits and Vegetables Color Bingo

**E. Summary / Closure:**

Review material by asking children to identify fruits and vegetables and which are the children’s favorites. Ask if they now wish to try new fruits and vegetables to be healthy. Have the children practice asking their parents / caregivers for fruits and vegetables.

**F. Generalization:**

Eating healthy fruits and vegetables help people be healthy.

**G. Teaching Materials:**

- *The Fish Who Wished He Could Eat Fruit* by Kathleen Stefancin, MS, RD
- Fruit and Veggie Color Bingo Game
- Fruit and Vegetable Pictures
- Take-home handout: Feeding Your Family on a Budget
- Reward stickers

## Drink Up: Healthy Choices for Healthy Kids

By age one, consumption of milk decreases. Unfortunately, beverage choices change to an increased consumption of soda, Kool-Aid and sweetened fruit juices. This contributes to cavities, vitamin and mineral deficiencies and loss of nutrient dense foods.

Excessive intake of soda, Kool-Aid and sweetened fruit juices causes:

- Loss of vitamin and mineral intake especially calcium and vitamin D
- Lowered nutrient intake
- Decreased appetite and carbohydrate malabsorption
- Diarrhea, cavities, overweight and obesity

How can families improve these trends?

- Avoid soda, Kool- Aid and sweetened juices at snacks and meals
- Choose only 100% fruit juices and limit to 6 oz. or less per day. It may also be beneficial to dilute juice by adding water to small amount of juice instead of full strength juices.
- Choose 1% or 2% milk at every meal



## Beber : Opciones sanas para niños sanos

Para la edad de un año, el consumo de leche disminuye. Lamentablemente, las opciones de bebidas cambian a un aumento del consumo de soda, Kool-Aid y jugo de frutas endulzadas. Esto contribuye a cavidades, deficiencias de vitaminas y minerales y la pérdida de alimentos con gran densidad de nutrientes.

Consumo excesivo de bebidas gaseosas, Kool-Aid y jugos frutas endulzadas causan:

- Pérdida de consumo de vitaminas y minerales especialmente calcio y vitamina D
- Bajado consumo de nutrientes
- Disminución del apetito y mal absorción de carbohidratos
- Diarrea, cavidades, sobrepeso y obesidad

¿Cómo pueden familias mejorar estas tendencias?

- Evitar las Sodas, Kool-Aid y jugos de frutas endulzadas en meriendas y comidas
- Elija sólo 100 % de los jugos de frutas y un límite de 6 onzas o menos al día. También puede ser beneficioso diluir el jugo mediante la adición de agua a pequeña cantidad de jugo en lugar de jugo entero.
- Elija leche en cada comida de 1% o 2 % de grasa.





## Healthy Weight for Healthy Kids

Children typically grow three inches and gain five and a half pounds each year between the ages of two and ten. Regular monitoring of growth helps parents and physicians identify health problems early and provide education or intervention as needed.

The following measurements should be taken at least once a year:

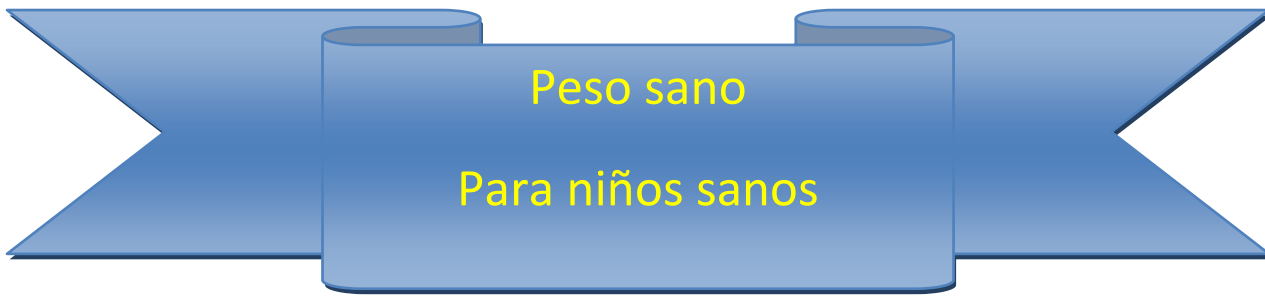
- Height
- Weight
- Body Mass Index (BMI)

### **What does Body Mass Index mean?**

- Body mass index is a formula that correlates with body fat. It is used to identify children and adults who may develop health problems from being too heavy for their height
- It is calculated with this formula: weight in pounds divided by height in inches squared multiplied by 703 (pounds / inches / inches X 703)
- A body mass index of 18.5-24.9 has the lowest correlation with weight related health problems

### **Things to keep in mind when using body mass index:**

- Persons who are very muscular will have a higher body mass index because muscle weighs more than fat
- Body mass index is just one screening tool and should not be used to diagnose a medical condition
- Having a high or low body mass index means you should ask a physician or dietitian for more information



Normalmente niños crecen tres pulgadas y ganan cinco y media libras cada año entre las edades de dos y diez años. Supervisión periódica del crecimiento, ayuda a los padres y los médicos a identificar problemas de salud temprano y proporcionan educación o intervención según sea necesario.

**Las próximas mediciones se deberán tomar al menos una vez al año:**

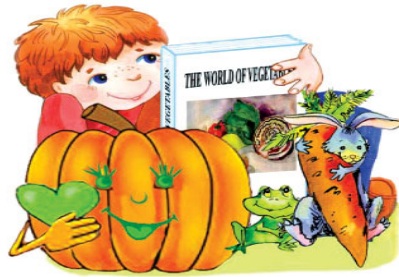
- Altura
- Peso
- Índice de masa corporal (IMC)

**Lo que significa el índice de masa corporal?**

- Índice de masa corporal es una fórmula que está relacionada con la grasa del cuerpo. Se utiliza para identificar niños y adultos que pueden desarrollar problemas de salud por ser demasiado pesados para su altura
- Se calcula con la siguiente fórmula: peso en libras dividido por la estatura en pulgadas al cuadrado multiplicado por 703 (libras / cm / cm X 703)
- Un índice de masa corporal de 18.5-24.9 tiene la más baja correlación con el peso relacionados con problemas de salud

**Cosas a tener en cuenta al utilizar el índice de masa corporal:**

- Personas que son muy musculosas tendrá un mayor índice de masa corporal porque los músculos pesan más que la grasa
- El índice de masa del cuerpo es sólo una herramienta de análisis y no debe utilizarse para diagnosticar un condición médica
- Tener un índice de masa corporal alto o bajo significa que debe preguntar a un médico o dietista para obtener más información



# Eating Routines

Research has shown that families who make healthy choices in the following five eating routines have a better nutrient intake and healthier weight status compared to families who make unhealthy choices in these eating routines.

## Do not use food as a reward:

- It contributes to poor health and poor eating habits.
- Instead—play a favorite game or puzzle, fun physical activity, dance to favorite music

## Healthy foods available at home:

- Having family meals encourages kids to eat more fruits, vegetables, and grains
- Get kids involved in meal preparation
- Serve a variety of healthy foods and snacks, which includes lean meats, beans, whole –grains, low fat or nonfat dairy products, fruits and vegetables
- Limit access to sugary drinks and “junk” foods in the home

## Benefits of daily breakfast:

- Good performance in school
- Proper growth and development
- Improved nutritional status

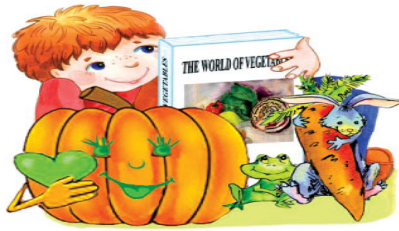
## Need for fruits and vegetables with main meal:

- Most children in the United States do not consume adequate amounts of fruits and vegetables.
- Including these foods at the main family meal improves the nutrient status of the whole family.

## Fresh foods in main meal:

- Families who prepare fresh food for the main meal enjoy a higher nutrient intake
- These families also report less health problems than families who use prepackaged meals





# Rutinas de comida

**Investigaciones han demostrado que las familias que toman decisiones saludables en las cinco siguientes rutinas de comer tienen un mejor consumo de nutrientes y más saludable estado de peso en comparación con las familias que hacen opciones no sanas en estas rutinas de comer.**

## **No utilice alimentos como una recompensa:**

- Contribuye a la mala salud y hábitos alimenticios.
- En lugar: juegue un juego favorito o un rompecabezas, diviértase con actividad física, baile su música favorita

## **Alimentos saludables disponibles en casa:**

- Tener las comidas en familia incentiva a los niños a comer más frutas, vegetales y granos
- Involucre a los niños en la preparación de la comida
- Sirva una variedad de alimentos saludables y meriendas, que incluya carnes magras, frijoles, granos enteros, productos lácteos bajos en grasas o sin grasa, frutas y verduras
- Limitar el acceso a bebidas azucaradas y alimentos "basura" en el hogar

## **Beneficios de desayuno diario:**

- Buen rendimiento en la escuela
- Adecuado crecimiento y desarrollo
- Mejorar el estado nutricional

## **Necesidad de frutas y verduras con la comida principal:**

- La gran mayoría de los niños en los Estados Unidos no consumen cantidades adecuadas de frutas y verduras.
- Incluyendo estos alimentos en las comidas principales familiar se mejora el estado nutricional de toda la familia.

## **Productos frescos en la comida principal:**

- Familias que preparan alimentos frescos para la comida principal disfrutan de un mayor consumo de nutrientes
- Estas familias también informaron menos problemas de salud que las familias que utilizan las comidas pre hechas.



# Feeding Your Family on a Budget

Want to save money on groceries and feed your family well?

Try the following tips:

- Eat legumes (like kidney beans, pinto beans, navy beans, lima beans) instead of meat or chicken. If you eat whole grains like whole wheat bread or oatmeal in your diet along with beans, you get the same amino acids that are found in meat or chicken.
- Eat peanut butter instead of lunch meat. Peanuts are legumes like beans, so they are high in protein. Combine peanut butter with whole grains and you get the same amino acids found in meat or chicken.
- Eat canned tuna in water. It's a good source of protein.
- Eat pretzels instead of chips. They usually cost less and have less fat.
- Pop your own popcorn on the stove. A bag of popping corn costs less than microwave popcorn.
- Visit the Farmer's Market. The prices may be lower than the grocery store and the fruits and vegetables will be fresher.
- Check the price on powdered milk. It may be less than a gallon of milk. Mix up 1 glass at a time. The powder doesn't need to be refrigerated.
- Buy the store-brand instead of the name-brand. For example, the Kroger brand cereal usually costs less than the Kellogg's cereal.

**Happy Shopping!**





## Alimentar a su familia con un presupuesto

¿Desea ahorrar dinero en comestibles y alimentar a su familia con un presupuesto?

### Pruebe las siguientes sugerencias:

- Coma legumbres (como frijoles, frijoles pintos, frijoles negros, habas) en lugar de carne o pollo. Si usted come granos enteros como pan de trigo integral o avena en su dieta junto con frijoles, obtendrá los mismos aminoácidos que se encuentran en la carne o pollo.
- Comer mantequilla de maní en lugar de comer carne. Maní son legumbres como los frijoles, por lo que son ricos en proteínas. Combinar la mantequilla de maní con granos integrales y obtendrá los mismos aminoácidos que se encuentra en la carne o pollo.
- Coma atún enlatados en agua. Es una buena fuente de proteínas.
- Coma pretzels en lugar de chips. Que generalmente cuestan menos y tienen menos grasa.
- Pop su propio palomitas de maíz en la estufa. Una bolsa de palomitas de maíz de estallar cuesta menos que palomitas de maíz de microondas.
- Visita el mercado de los agricultores. Los precios pueden ser inferiores a la tienda de comestibles y la frutas y verduras serán más frescos.
- Verifique el precio de la leche en polvo. Puede ser menos que un galón de leche. Mezclar 1 vaso en el momento. El polvo no se necesita refrigerar.
- Comprar la marca de la tienda en lugar de la marca de nombre. Por ejemplo, los cereales marca Kroger generalmente cuestan menos que cereales de Kellogg.

**Shopping Feliz!**

## TABLE TIME: HEALTHY TABLES, HEALTHY



Trends show that families eating together are becoming less common. Busy schedules lead to eating away from home and consumption of unhealthy foods. On average children watch 23 hours of T.V. per week. Unfortunately in recent years, consumption of dairy, fruits and vegetables have decreased, while soda and sweets intake has increased in children. Small steps can be taken to improve eating and meal patterns to make a big difference for the well being of children as well as adults. What to do?

Eating at least one meal together each day results in:

- Increased intake of fruits and vegetables
- Decreased intake of soda and fried foods

Eating dinner without watching T.V. will:

- Provide quality family time
- Avoid candy, sweets, and soft drink advertisements aimed at children
- Decrease over-consumption of foods

Food preparation: home versus fast food:

- Home cooked and prepared meals are more likely to increase fruit, vegetable and vitamin consumption. Cooking methods can be changed and monitored. Sweets and empty calories can be avoided, and cost per serving is less.
- Fast food options are loaded with saturated fat, sodium, and empty calories. Most contain few vitamins. Although eating occasionally is inexpensive, even moderate consumption can become costly.



## TIEMPO PARA COMER: MESA SANA, FAMILIA SANA

Tendencias muestran que familias que comen juntos se están convirtiendo en menos común. Horario de trabajos ocupados conducen a comer lejos del hogar y al consumo de alimentos poco saludables. En promedio niños ven 23 horas de T.V. por semana. Por desgracia en los últimos años, consumo de productos lácteos, de frutas y vegetales disminuyeron, mientras que ha aumentado el consumo de bebidas gaseosas y dulces en los niños. Pequeños pasos pueden tomarse para mejorar los patrones de comer y patrones de comida para hacer una gran diferencia para el bienestar de los niños, así como adultos. ¿Que podemos hacer?

Comer al menos una comida juntos cada día resulta en:

- Aumento de consumo de frutas y verduras
- Disminución de consumo de bebidas gaseosas y alimentos fritos

Comer cena sin ver la T.V. puede:

- Proporcionar calidad de tiempo de familia
- Evitar anuncios de dulces, golosinas y bebidas destinadas a los niños
- Disminución de consumo excesivo de alimentos

La preparación de alimentos: preparados en casa frente a la comida rápida:

- Comidas preparadas y cocidas en casa tienen más probabilidades de aumentar las frutas, vegetales y consumo de vitamina. Métodos de cocinar pueden ser cambiados y monitoreados. Dulces y calorías vacías pueden evitarse y el costo por porción es menor.
- Opciones de alimentos rápidos se cargan con grasa saturada, sodio y calorías vacías. La mayoría tienen pocas vitaminas. Aunque ocasionalmente comer es barato, incluso el consumo moderado puede ser costoso.

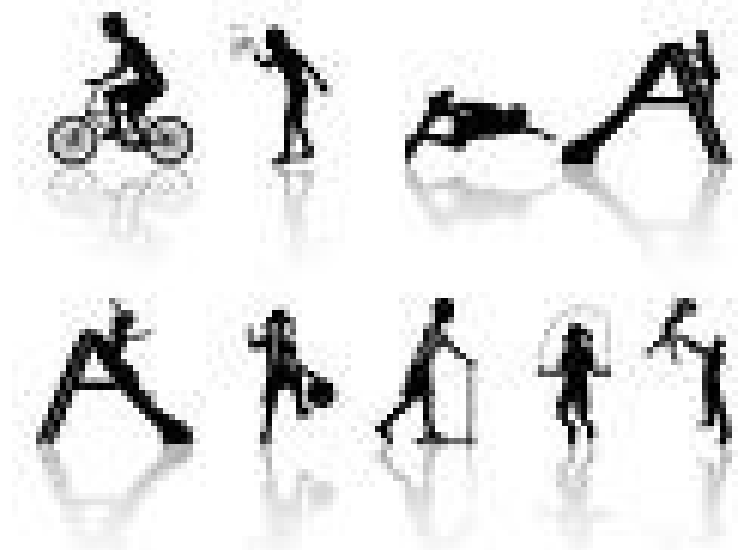


# AAP Recommends less than 2 hours of TV per day for children

*Need for Electronic  
FREE bedrooms  
(NO TV, radio,  
computer,  
playstations, etc.)*

*Encourage child to  
play actively during  
his or her free time.*

*Encourage child to  
participate in  
organized sports or  
FMI Running Club  
on Mondays and  
Thursdays*



- Monitor the amount of screen time children are allowed.
- Adopt “No TV Tuesday” as a family.
- Parents should participate in at least 30 minutes of physical activity per day as an example for their children.
- Family play time (games outside, ride bikes, walk together, etc.) each day, weather permitting.

## Recomendaciones de la Academia de Pediatría Americana (AAP)

*Necesidad de dormitorios sin electrónico (NO TV, radio, equipo, playstations, etc..)*

*Fomentar los niños jugar activamente durante su tiempo libre.*

*Fomentar los niños a participar en deportes organizados o Club de corredores FMI los lunes y Jueves*



- Monitorear la cantidad de tiempo los niños están permitidos frente a las de pantallas.
- Adoptar "No TV los martes" toda la familia.
- Los padres deben participar al menos de 30 minutos de actividad física por día como un ejemplo para sus hijos.
- Juegos en familia (juegos fuera, montar bicicletas, caminar juntos, etc.). cada día, si el clima lo permite.

# Sleepy Heads?

Children today are finding less time to sleep due to busy schedules with school, activities and sports. Television, computer time, and caffeine also contribute to decreased sleep in school age children. Inadequate sleep in children leads to mood or behavior changes, poor concentration, memory, and retention. Lack of sleep decreases motivation and performance. To prevent these complications, children need at least 10 hours of sleep per night.



To improve sleep quality in your child try the following remedies:

- Establish a daily bedtime routine in child's life
- No T.V. or computers in bedroom
- Prepare sleep inducing room: dark, quiet, and cool
- Avoid caffeinated beverages



# Sleepy Head?

## Dormilon

Los niños de hoy están encontrando menos tiempo para dormir debido a su horario en la escuela, actividades y deportes. Televisión, tiempo de computadora y la cafeína también contribuyen a la disminución de sueño en la edad escolar de los niños. Sueño insuficiente en los niños conduce a cambios en el estado de ánimo o comportamiento, pobre concentración, memoria y retención. Falta de sueño disminuye la motivación y el rendimiento. Para evitar estas complicaciones, los niños necesitan al menos 10 horas de sueño por noche.



Para mejorar la calidad de sueño en su hijo intente lo siguiente recursos:

- Establecer una rutina diaria a la hora de acostarse en la vida del niño
- No T.V. o computadora en el dormitorio
- Preparar la habitación para la inducción del sueño: oscura, tranquila y fría
- Evitar bebidas con cafeína

