Power Survey

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Define "fruit," "vegetable," and "physical activity."
- State the recommended number of cups of fruits and vegetables children should eat every day and the recommended minutes of physical activity they should engage in every day.
- Identify and chart the current nutrition and physical activity related habits and attitudes of the class.

LINKS TO CONTENT STANDARDS

- Statistics, Data Analysis, and Probability 1.0
  Students display, analyze, compare, and interpret different data sets, including data sets of different sizes.
- Listening and Speaking Strategies 1.0
  Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interest of the audience. They evaluate the content of oral communication.

TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks

READY

Students work in groups of 6-7, using a worksheet to survey each other about their nutrition and physical activity related habits and attitudes. When group surveys are completed, students work as a class to quantify the results using pie charts. Then students analyze the results to make an informal assessment of where they are in relation to the fruit and vegetable and physical activity recommendations.

SET

- Review Power Survey, Worksheet 1.
- Draw nine blank pie charts on the board. Divide each pie chart into sections so there is one section for each student in the class. Label each pie chart (e.g., Q1. Stronger bones & teeth, Q2. Physically active after school, etc.)

GO

1. Review survey process.

- Explain to students that this activity will help them learn more about their own and their classmates' nutrition and physical activity related habits and attitudes.
- Briefly discuss the basic definitions of fruit, vegetable, and physical activity.
- Tell your students that kids their age should eat 3 to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day.
- Create small groups of 6–7 students.
- Direct students to turn to Power Survey, Worksheet 1 in their workbooks. Review the directions at the top of the worksheet.

Deciding whether something is a fruit or a vegetable can be tricky, since they can be defined by their botanical parts or their nutrients. This explains why a tomato is technically a fruit (it has seeds), but is usually thought of as a vegetable. You can use the following simple definitions based on the plant parts:

- A fruit is the part of a plant that you can eat that contains seeds, such as an apple, avocado, or pear.
- A vegetable is the stem, leaf, or root of a plant that you can eat, such as lettuce, carrots, or asparagus.
- Physical activity is a game, sport, exercise, or other action that involves moving your body, especially when it makes your heart beat faster. The *5 a Day—Power Play! Campaign* also calls this "power play."

Power Survey

2. Students survey classmates.

- Allow students about 10 minutes to conduct the surveys in their groups. When students have completed the survey, ask the *Recorder* to add the number of "yes" answers for each question.

3. Chart student responses.

- Have each *Recorder* report the number of "yes" answers for each question and fill in the appropriate number of pie wedges on that question's chart.
- Complete one pie chart for each of the nine questions.

4. Discuss students' findings.

- When the pie charts are completed, review the results with the class. Then lead a discussion based on the pie charts.
  - According to the chart, do most of you eat fruits and vegetables for snacks (Q4)? Why or why not?
  - According to the chart, do most of you think eating 3 to 5 cups of fruits and vegetables every day is easy (Q5)? Why or why not?
  - According to the chart, do most of you like the taste of a lot of different fruits and vegetables (Q6)? Why or why not?
  - According to the chart, do most of you usually do something physically active after school (Q2)? Why or why not?
  - According to the chart, do most of you think it's easy to get at least 60 minutes of physical activity every day (Q8)? Why or why not?
- Conclude the activity by explaining that in the upcoming weeks students will be learning new ways to eat more fruits and vegetables and to get at least 60 minutes of physical activity every day. They also will be discussing why both are important. You may want to revisit this activity at a later date and compare the results with today's results. Be sure to save these results, so that you can compare them when you repeat the activity later.

GO FARTHER

- Have students calculate percentages for each pie chart.
- Students can use the survey questions with another class, create new charts of the responses, and compare their class charts with the charts for the other class.
- Students can also use the survey questions with family members and begin a discussion at home of why eating fruits and vegetables and getting at least 60 minutes of physical activity every day is important.
- If you have access to computers, show students how to create pie charts on the computer.

Name _____ Date _____

WORKSHEET 1

Power Survey

- Pick one person in your group to be the *Surveyor*—the one who asks the questions.
- Pick someone else to be the *Recorder*—the one who keeps track of the answers.
- The *Surveyor* reads each question out loud. For each question, ask everyone in the group to raise their hands if they want to answer "yes." Don't forget to include the *Surveyor* and the *Recorder.* The *Surveyor* counts the number of hands that are raised.
- The *Recorder* writes the number of "yes" answers in the question's box.
- Example: The *Surveyor* asks, "Do you eat fruits and vegetables for snacks?" Four students raise their hands to say "yes." The *Recorder* writes "4" in that question's box.

1 **Do you think eating fruits and vegetables can help give you stronger bones and teeth?**	2 **Do you usually do something physically active after school?**	3 **Do you think fruits and vegetables can help make you stronger?**
4 **Do you eat fruits and vegetables for snacks?**	5 **Do you think eating 3 to 5 cups of fruits and vegetables every day is easy?**	6 **Do you like the taste of a lot of different fruits and vegetables?**
7 **Do you think being physically active can help you pay attention in school?**	8 **Do you think it's easy to get at least 60 minutes of physical activity every day?**	9 **Do you think physical activity can give you more energy?**

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 1

Encuesta de Poder

- Selecciona una persona en tu grupo que sea el *Encuestador*—el que hace las preguntas.
- Seleccione a alguien que sea el *Contador*—el que mantiene el récord de las respuestas.
- El *Encuestador* lee cada pregunta a voz alta. Para cada pregunta, pide que todos los del grupo levanten la mano si desean contestar "sí". No olviden de incluir al *Encuestador* y al *Contador*. El *Encuestador* cuenta el número de manos que se han levantado.
- El *Contador* escribe el número de respuestas "sí" en el cuadro de la pregunta.
- Por ejemplo: El *Encuestador* pregunta, "¿Comiste frutas y vegetales en tus bocadillos?" Cuatro estudiantes levantan la mano para indicar que "sí". El *Contador* escribe "4" en el cuadro de esa pregunta.

1 ¿Crees que comer frutas y vegetales te ayuda a tener huesos y dientes más fuertes?	**2** ¿Haces regularmente alguna actividad física cuando sales de la escuela?	**3** ¿Crees que las frutas y vegetales te ayudan a ser más fuerte?
4 ¿Comiste frutas y vegetales en tus bocadillos?	**5** ¿Crees que es fácil comer de 3 a 5 tazas de frutas y vegetales al día?	**6** ¿Te gusta el sabor de muchas frutas y vegetales diferentes?
7 ¿Crees que el ser físicamente activo te puede ayudar a estar más atento en la escuela?	**8** ¿Crees que es fácil hacer 60 minutos diarios de actividad física?	**9** ¿Crees que la actividad física te da más energía?

Power Scramble

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 5 different fruits and vegetables.
- Describe key characteristics and health benefits of at least one fruit or vegetable.
- Locate credible information about fruits and vegetables using a variety of sources.
- Create and present an oral report about their findings.

LINKS TO CONTENT STANDARDS

- Reading Comprehension 2.0
  Students read and understand grade-level appropriate materials. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
- Listening and Speaking Strategies 1.0
  Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
- Speaking Applications (Genres and Their Characteristics) 2.0
  Students deliver well-organized formal presentations employing rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

TIME

- Prep — 15 minutes
- Activity — 50 minutes

MATERIALS NEEDED

- Student workbooks
- Resources for student research (e.g., encyclopedias, library books, Internet access)

READY

Students complete a word scramble activity. Working in small groups, they research and present an oral report about one of the fruits or vegetables identified.

SET

- Review the Activity Notes.
- Review Power Scramble, Worksheet 2A and Presentation Power, Worksheet 2B.
- Gather information resources in your classroom. See the Activity Notes for resource ideas.
- If Internet access is available, check out the Web sites listed in the Activity Notes and select those that are most appropriate for your students to use. List these Web sites on the board.

Power Scramble

GO

1. Review Power Scramble process.

- Explain to students that this activity will help them become familiar with a variety of fruits and vegetables.
- Have them turn to Power Scramble, Worksheet 2A in their workbooks. Review the directions at the top of the worksheet with the students. For more advanced students, you may want to suggest that they cover the word list and try to complete the scrambles without it.

2. Students complete Power Scramble.

- Allow students about 5-8 minutes to complete the Power Scramble.

3. Discuss student findings.

- Lead a discussion of the words in the Power Scramble.
  - Have you heard of all the fruits and vegetables on the list?
  - Which are new to you?
  - Are there foods on the list that you enjoy and eat often?

4. Explain the oral report process.

- Break the class into groups of 4–5 students and have each group count off into "1" or "2." All the 1s will report on a fruit; all 2s will report on a vegetable.
- Assign each group one fruit or one vegetable from the Power Scramble list. Make sure each group is researching a different item.
- Explain that each group will present a brief oral report (2 or 3 minutes) about their fruit or vegetable.
- Have students find Presentation Power, Worksheet 2B in their workbooks. Review the questions on the worksheet with students.

5. Discuss sources of information for oral reports.

- Point out the list of Web sites on the board and any other resources in the classroom for their reports.
- If students will have homework time to complete their research, discuss ideas about how to find more information about the subjects for their reports outside of the classroom. (Suggestions may include: a book in the library, a parent or teacher, a member of the school food service staff, a Web site, a doctor or dietitian, a supermarket produce manager, a farmer, a chef, etc.)

6. Groups prepare oral reports.

- Allow students class time to prepare for their oral reports, using the Presentation Power worksheet. It should take 15-20 minutes to complete.

7. Groups present reports.

- Have each group present its brief oral report to the class and answer questions.

GO FARTHER

- Encourage students to interview older friends or family members to gather information about the fruit or vegetable they have chosen for their oral report.
- Have students create an art project featuring their fruit or vegetable or illustrate their report using images of fruits and vegetables from magazines.
- Take a field trip to a local supermarket, farmers' market, or farm, or invite a guest speaker to teach students more about the fruits and vegetables in the Power Scramble. Guest speakers may include a farmer, farmers' market manager, master gardener, dietitian, supermarket produce manager, chef, or your school food service director.
- Conduct a taste testing of some of the fruits and vegetables in the Power Scramble.

ACTIVITY 2 Activity Notes: Power Scramble

While researching for their oral reports, students may learn the following facts about different fruits and vegetables:

Acorn Squash:
- Vegetable
- Shaped like an acorn with a hard blackish-green, orange, or yellow skin; yellow-orange flesh inside
- Excellent source of fiber, vitamin A, and vitamin C and good source of calcium
- Grown in California, Florida, Michigan, and Georgia

Apricot:
- Fruit
- Peach, yellow or orange-colored round fruit with hard pit in middle
- Grown in California, New Zealand, and Turkey
- Excellent source of vitamin A

Bell Pepper:
- Vegetable
- Shiny green, red, yellow, orange, purple, or brown (depending on variety) in firm bell-shape
- Grown in California, Florida, and New Jersey
- Excellent source of vitamin C

Blueberry:
- Fruit
- Dark blue or purplish-black-colored, small, round fruit
- Grown in Canada, Chile, Michigan, North Carolina, New Jersey, and Oregon
- Good source of vitamin C and fiber

Cabbage:
- Vegetable
- Light green or reddish-purple depending on variety and round
- Grown in California, Canada, Florida, New York, and Texas
- Excellent source of vitamin C

Cauliflower:
- Vegetable
- Compact white curds in round shape with green leaves on bottom
- Grown in California and Canada
- Excellent source of vitamin C and good source of folate

Eggplant:
- Vegetable
- Bell shape, firm, shiny, dark purple on the outside and cream-colored on the inside
- Grown in California, Florida, Georgia, Mexico, and Japan
- Source of fiber

Nectarine:
- Fruit
- Yellow, orange, peach and reddish-colored and round
- Grown in California, Chile, and Washington
- Good source of vitamin C

Resources

The following resources may help students with their oral reports. If students do not have Internet access, you may wish to download and print information from the Web sites listed below for students to use. Please note that some of the sources listed below are affiliated with for-profit companies. Their inclusion does not imply an endorsement by the *California Children's 5 a Day—Power Play! Campaign*.

Be sure to check out each Web site for its appropriateness for your students.

www.5aday.com

www.califapricot.com

www.calraisins.org

www.cdc.gov (search for Fruit and Vegetable of the Month)

www.cfaitc.org/Resource_Materials/commodity/commodity.html

www.crfg.org

www.dole5aday.com/ReferenceCenter/R_Home.jsp

www.eatcaliforniafruit.com

www.leafy-greens.org

www.ncsweetpotatoes.com

www.red-raspberry.org

www.thefruitpages.com

www.watermelon.org

www.wildblueberries.com

Review the resources listed in the Appendix for other useful Web sites.

Activity Notes: Power Scramble

Papaya:
- Fruit
- Green oval-shaped fruit that turns to yellowish-orange when ripe
- Grown mostly in Mexico and Hawaii
- Excellent source of vitamin C and good source of folate and fiber

Pineapple:
- Fruit
- Hard greenish-brown shell with spikes and green crown leaves/yellow flesh on the inside
- Grown in Hawaii, Costa Rica, Honduras, and Mexico
- Excellent source of vitamin C

Raisins:
- Fruit (made from grapes)
- Look like either dried green, golden, or purple grapes
- Grown in California; the San Joaquin Valley is the world's largest producer
- Source of potassium and iron

Raspberry:
- Fruit
- Small, bumpy round berries in pinkish-purple, red, black, or golden color (depending on variety)
- Grown in California, Chile, and Canada
- Excellent source of fiber and vitamin C

Spinach:
- Vegetable
- Dark green leaves
- In North America, spinach is grown primarily in California and Mexico
- Excellent source of vitamin A, vitamin C, folate, and iron and good source of fiber

Sweet Potato:
- Vegetable, not to be confused with the yam
- Pink/red/brown-colored and oblong
- Grown in Louisiana and North Carolina
- Excellent source of vitamin A and vitamin C and good source of fiber and potassium

Watermelon:
- Fruit
- Large, oval-shaped fruit with dark and light green stripes on outside and pink flesh inside with black or tan seeds
- In the U.S. watermelon is grown mostly in California, Florida, Georgia, South Carolina, and Texas
- Excellent source of vitamin A and vitamin C

Name _____ Date _____

WORKSHEET 2A

Power Scramble

Rearrange the letters in each word to form the name of a fruit or vegetable. Write each word on the line next to the scrambled word. You can use the word list for help.

1. aelpepnip _____
2. rulerebyb _____
3. ganeptlg _____
4. yasebrprr _____
5. focawrullie _____
6. lebl erpppe _____
7. etews otptoa _____
8. nalemrewot _____
9. yaappa _____
10. tinancere _____
11. beabacg _____
12. cipotar _____
13. craon ahsqus _____
14. shpacin _____
15. ransisi _____

WORD LIST

- **acorn squash**
- **apricot**
- **bell pepper**
- **blueberry**
- **cabbage**
- **cauliflower**
- **eggplant**
- **nectarine**
- **papaya**
- **pineapple**
- **raisins**
- **raspberry**
- **spinach**
- **sweet potato**
- **watermelon**

WORKSHEET 2A

Power Scramble

ANSWER KEY

Rearrange the letters in each word to form the name of a fruit or vegetable. Write each word on the line next to the scrambled word. You can use the word list for help.

1. aelpepnip _____ ***pineapple***
2. rulerebyb _____ ***blueberry***
3. ganeptlg _____ ***eggplant***
4. yasebrprr _____ ***raspberry***
5. focawrullie _____ ***cauliflower***
6. lebl erpppe _____ ***bell pepper***
7. etews otptoa _____ ***sweet potato***
8. nalemrewot _____ ***watermelon***
9. yaappa _____ ***papaya***
10. tinancere _____ ***nectarine***
11. beabacg _____ ***cabbage***
12. cipotar _____ ***apricot***
13. craon ahsqus _____ ***acorn squash***
14. shpacin _____ ***spinach***
15. ransisi _____ ***raisins***

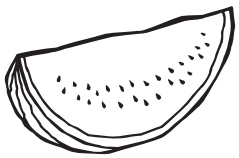
WORD LIST

acorn squash
apricot
bell pepper
blueberry
cabbage
cauliflower
eggplant
nectarine
papaya
pineapple
raisins
raspberry
spinach
sweet potato
watermelon

Name _____ Date _____

WORKSHEET 2B

Presentation Power



Prepare a short oral report about your fruit or vegetable that answers the questions below. If you can, show a picture of the fruit or vegetable or bring the real fruit or vegetable to show the class.

1. What is the name of the fruit or vegetable? _____

2. Is it a fruit or vegetable? _____

3. What does the fruit or vegetable look like?
Describe its color on the inside and outside, its shape, and its size.

_____

_____

_____

_____

_____

4. Does it grow in the United States? Where? _____

5. What is in this fruit or vegetable that makes it good for you?
Are there vitamins found in it? If yes, what are they?

_____

_____

_____

_____

_____

6. What are some ways that you can eat this fruit or vegetable?

_____

_____

_____

_____

_____

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 2A

¡Buscando con Ganas!

Acomoda las letras para formar el nombre de una fruta o vegetal. Escribe cada palabra en la línea junto a las letras desorganizadas. Puedes ayudarte con la lista de palabras.

1. aiñp _____
2. aorsm lzeusa _____
3. nbjreeena _____
4. aasufembr _____
5. llfoicro _____
6. enimpótn _____
7. ecoatm _____
8. aísadn _____
9. yaappa _____
10. tinancare _____
11. llorope _____
12. oanacbcha _____
13. ialyaotcche _____
14. neicpsasa _____
15. ssapa _____

PALABRAS

berenjena
camote
chabacano
chilacayote
coliflor
espinacas
frambuesa
moras azules
nectarina
papaya
pasas
pimentón
piña
repollo
sandía

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 2A

¡Buscando con Ganas!

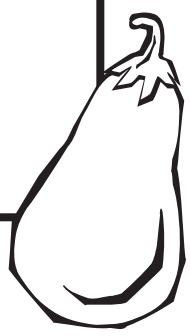
GUÍA DE RESPUESTAS

Acomoda las letras para formar el nombre de una fruta o vegetal. Escribe cada palabra en la línea junto a las letras desorganizadas. Puedes ayudarte con la lista de palabras.

1. aiñp ***piña***
2. aorsm lzeusa ***moras azules***
3. nbjreeena ***berenjena***
4. aasufembr ***frambuesa***
5. llfoicro ***coliflor***
6. enimpótn ***pimentón***
7. ecoatm ***camote***
8. aísadn ***sandía***
9. yaappa ***papaya***
10. tinancare ***nectarina***
11. llorope ***repollo***
12. oanacbcha ***chabacano***
13. ialyaotcche ***chilacayote***
14. neicpsasa ***espinacas***
15. ssapa ***pasas***

PALABRAS

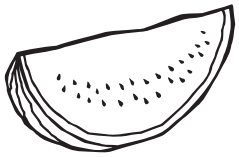
berenjena
camote
chabacano
chilacayote
coliflor
espinacas
frambuesa
moras azules
nectarina
papaya
pasas
pimentón
piña
repollo
sandía



Nombre _____ **Fecha** _____

HOJA DE TRABAJO 2B

Reporte de Investigación



Prepara un informe oral corto sobre tu fruta o vegetal que conteste las preguntas de abajo.
Si puedes, muestra una foto de la fruta o vegetal o trae la fruta o vegetal para enseñarla en clase.

1. ¿Cómo se llama la fruta o vegetal? _____

2. ¿Es fruta o vegetal? _____

3. ¿Cómo se ve la fruta o vegetal?
Describe su color por dentro y por fuera, su forma y su tamaño.

_____

_____

_____

_____

_____

4. ¿Crece en los Estados Unidos? ¿En dónde? _____

5. ¿Qué contiene esta fruta o vegetal que lo hacen bueno para tí? ¿Tiene vitaminas?
Si tiene vitaminas, ¿cuáles son?

_____

_____

_____

_____

_____

6. ¿Cuáles son algunas maneras que puedes comer esta fruta o vegetal?

_____

_____

_____

_____

_____

How Much Do I Need?

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- State the recommended cups of fruits and vegetables they should be eating and the recommended minutes of physical activity they should engage in every day.
- Recognize how different quantities of fruits and vegetables add up to the recommended daily amounts.
- Determine number of cups of fruits and vegetables and minutes of physical activity by solving math problems.

LINKS TO CONTENT STANDARDS

- Number Sense 3.0
  Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals.
- Mathematical Reasoning 1.0
  Students make decisions about how to approach problems.

READY

Students watch a demonstration to show different amounts of fruits and vegetables (e.g., ½ cup, 1 cup, etc.) and discuss information about daily fruit and vegetable and physical activity recommendations. Then they complete a math worksheet with addition, subtraction, multiplication, and division problems related to cups of fruits and vegetables and minutes of physical activity.

SET

- Review How Much Do I Need?, Worksheet 3A (**Note**: Worksheet 3A is gender specific); Cups of Colorful Fruits and Vegetables, Worksheet 3B; and Power Play! Math, Worksheet 3C.
- Prepare fruits and vegetables for demonstration. Remember to include fresh, frozen, canned, juiced, and dried fruits and vegetables.
  Note: limit the quantity of dried fruits and vegetables to ¼ cup and juice to ¾ cup. If real fruits and vegetables are not available, use measuring cups alone to demonstrate the amounts instead. You may want to work with your school food service department to prepare for the demonstration or to obtain measuring cups.

TIME

- Prep — 15 minutes
- Activity — 50 minutes

MATERIALS NEEDED

- Student workbooks
- A variety of fruits and vegetables (fresh, frozen, canned, or dried) and measuring cups for demonstration. Obtain these from your school food service department or call your local supermarket or farmers' market to request a produce donation.

Note: To ease children's understanding of the Dietary Guidelines, some information in this *Kit* has been simplified. The USDA recommends that 1 cup of lettuce count as only ½ cup of vegetables and that ¼ cup of dried fruit count as ½ cup of fruit. In addition, the USDA's MyPyramid Web site provides specific examples of the cup measurements of various whole fruits and vegetables. For simplification, this *Kit* does not provide this level of detail and makes the more general recommendations shown on Worksheet 3B: Cups of Colorful Fruits & Vegetables. For more information on the USDA's recommendations, visit www.mypyramid.gov and go to Inside the Pyramid.

How Much Do I Need?

GO

1. Students identify the number of cups of fruits and vegetables they need every day.

- Have the students turn to How Much Do I Need?, Worksheet 3A in their workbooks. Review the information together. Explain that children their age should eat 3 to 5 cups of fruits and vegetables every day. Also explain that the number of cups of fruits and vegetables that each child needs is based upon their age, gender, and physical activity level. For example, a 10-year-old girl who is physically active for 30 to 60 minutes each day should eat 1½ cups of fruits and 2½ cups of vegetables every day.
- Have the students use Worksheet 3A to determine how many cups of fruits and vegetables they need every day. **Note:** most 9- to 11-year-old children get 30 to 60 minutes or more than 60 minutes of physical activity every day. When determining the number of cups of fruits and vegetables, these categories should be used.

2. Students state number of cups of fruits and vegetables.

- Ask students the following questions:
  - According to Worksheet 3A, how many cups of fruits should you eat every day?
  - According to Worksheet 3A, how many cups of vegetables should you eat every day?
  - According to Worksheet 3A, how many total cups of fruits and vegetables should you eat every day?
  - Does eating the recommended cups of fruits and vegetables sound easy or hard? Why?

3. Demonstrate different amounts of fruits and vegetables as measured by cups.

- Ask students the following questions:
  - How big is ½ cup of fruit?
  - How big is 1 cup of vegetables?
- Have the students turn to Cups of Colorful Fruits and Vegetables, Worksheet 3B in their workbooks. Review the information together. Explain that different quantities of fruits and vegetables can add up to the recommended 3 to 5 cups that they need every day for good health.
- Demonstrate different amounts of fruits and vegetables using measuring cups and cupped hands. Also show several examples of whole pieces of fruits and vegetables that are about the size of a baseball (about 3" in diameter). Point out that fresh, frozen, canned, dried, and juiced fruits and vegetables all count. Remind the students that not all juice drinks are 100% juice and that they should go easy on the amount of juice they drink each day.
- Use student volunteers to show how ½ cup of fruits or vegetables fits into one cupped hand and 1 cup of raw, leafy greens fits into two cupped hands. Direct students to the back cover of their student workbooks for another visual of this.
- Ask the students:
  - As you were watching the demonstration, did you guess the right amount of fruits and vegetables? Were your guesses too big, too small, or just about right?
  - Now that you can recognize what cups and ½ cups look like, does eating 3 to 5 cups of fruits and vegetables every day seem easier or harder? Why?

How Much Do I Need?

ACTIVITY 3

4. Discuss the need for physical activity.

- Ask students the following questions and do not correct their responses.
  - How many minutes of physical activity should you get every day?
  - What counts as physical activity?
  - If you aren't physically active every day, why aren't you?
  - What makes you want or not want to be physically active?
- Explain to students that children should be physically active for 60 minutes every day. Ask the students if this is more or less than they expected.
- Emphasize that 60 minutes is the total time that children should be active every day and that they can add up the different things they do every day. They don't have to do all the activity at one time, but they should try to be active for at least 10 minutes at a time to get a total of at least 60 minutes every day.
- Discuss the variety of activities that constitute physical activity, including active forms of play, and review the definitions of moderate and vigorous physical activity:
  - Moderate physical activities get you up and moving and make your heart beat faster (e.g., walking, biking, taking the stairs, raking leaves, walking the dog).
  - Vigorous physical activities make you breathe hard and sweat (e.g., running, jogging, dancing, jumping rope, playing soccer, or playing basketball).
- Explain to students that they should try to get some type of vigorous physical activity every day.

5. Students complete math activity.

- Have students turn to Power Play! Math, Worksheet 3C in their workbooks. Review the directions at the top of the worksheet with students.
- Allow students approximately 20 minutes to complete the worksheet.

6. Discuss student work.

- When students are done, review the answers as a class. Then lead a discussion and ask the students:
  - What have you learned about the amount of fruits and vegetables you need every day for good health?
  - Will this information change the amount of fruits and vegetables that you eat every day?
  - What have you learned about physical activity?
  - Will this information change the amount of physical activity that you get every day?

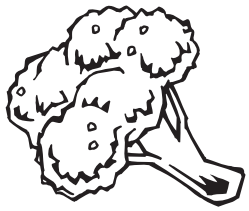
GO FARTHER

- Have students color their Cups of Colorful Fruits and Vegetables worksheets and take them home to place on their refrigerators.
- Encourage students to count the number of cups of fruits and vegetables they get when they eat the school lunch.
- Help reinforce what your students have learned about physical activity during your physical education time. Ask students if they think the activity they are doing is moderate or vigorous physical activity. Use a stop watch to track the amount of time that the students are active. After the activity, ask the students to estimate how much time they were moderately or vigorously active and compare it with the actual time.
- Invite the school food service director or a food service staff member to visit the class during this activity. He or she can talk with the children about the fruits and vegetables that are included in the school meals and how eating the school lunch can help them meet their daily nutritional goals.
- Bring in samples of juices and juice drinks to help students learn to identify 100% juices. Many drinks that children think are juice have only a small percentage of juice and a lot of added sugar. Students can learn to check the labels to find the percentage of juice in a drink.

Name _____ Date _____

WORKSHEET 3A

How Much Do I Need? BOY



9-year-old boy

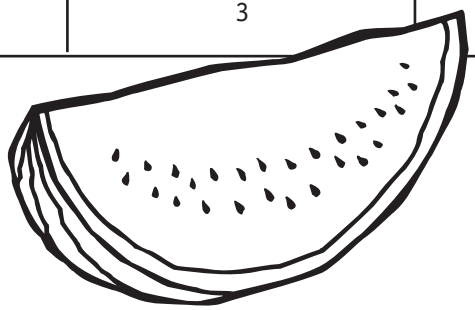
Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½

10-year-old boy

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	3	5

11-year-old boy

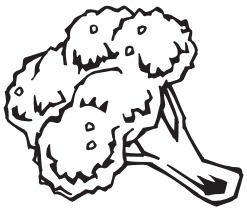
Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2½	4
30 to 60 minutes	2	2½	4½
More than 60 minutes	2	3	5



Name _____ Date _____

WORKSHEET 3A

How Much Do I Need? GIRL



9-year-old girl

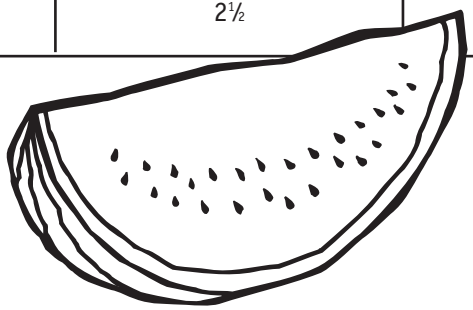
Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	1½	3
30 to 60 minutes	1½	2	3½
More than 60 minutes	1½	2½	4

10-year-old girl

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	1½	3
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½

11-year-old girl

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½



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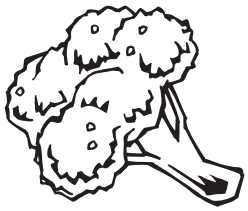
HOJA DE TRABAJO 3A

¿Cuánto Necesito? NIÑO



Niño de 9 años de edad

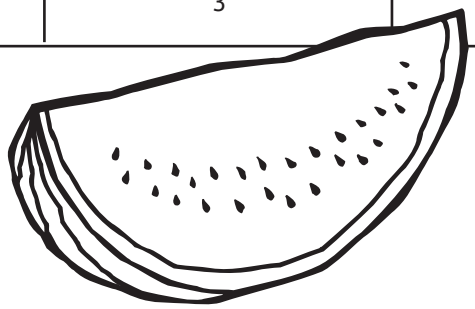
Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½

Niño de 10 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	3	5

Niño de 11 años de edad

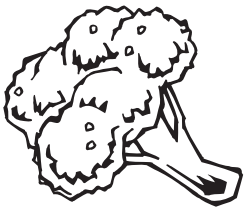
Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2½	4
30 a 60 minutos	2	2½	4½
Más de 60 minutos	2	3	5



Nombre _____ Fecha _____

HOJA DE TRABAJO 3A

¿Cuánto Necesito? NIÑA



Niña de 9 años de edad

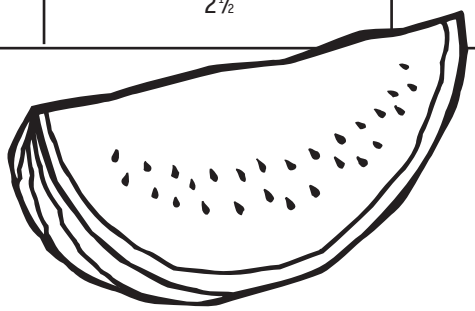
Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	1½	3
30 a 60 minutos	1½	2	3½
Más de 60 minutos	1½	2½	4

Niña de 10 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	1½	3
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½

Niña de 11 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½



WORKSHEET 3B

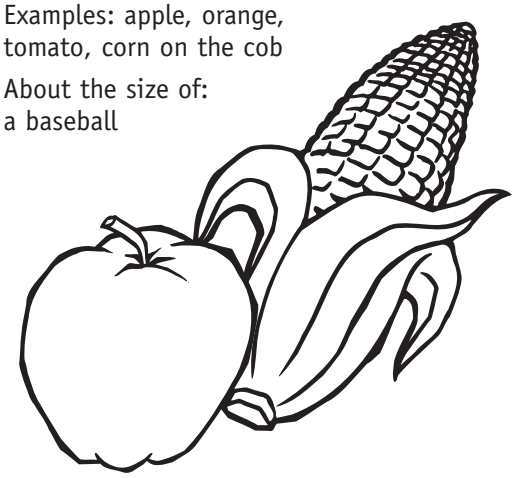
Cups of Colorful Fruits & Vegetables

Want to stay healthy and have lots of energy? Use Worksheet 3A to find out how many cups of fruits and vegetables you should eat every day. Then add up your cups to meet your goal. How do you know how many cups you are eating? Use these tips to help you.

1 whole fruit or vegetable = 1 cup

Examples: apple, orange, tomato, corn on the cob

About the size of: a baseball

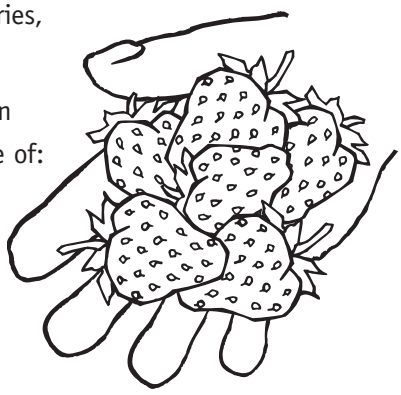


1 cupped handful of fresh, frozen, or canned* fruits or vegetables = ½ cup

*canned fruit packed in 100% juice

Examples: berries, baby carrots, broccoli, chopped melon

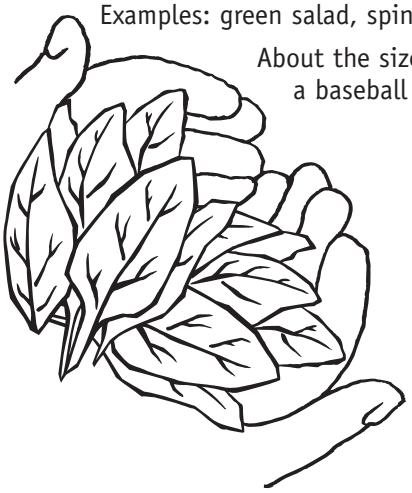
About the size of: ½ a baseball

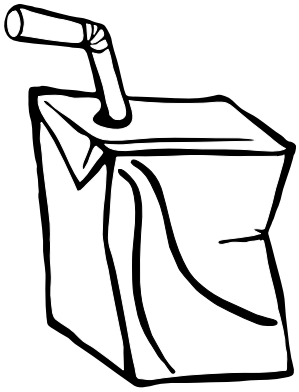


2 cupped handfuls of raw, leafy greens = 1 cup

Examples: green salad, spinach

About the size of: a baseball





1 juice box with 100% juice = ¾ cup (6 ounces)

Examples: orange juice, apple juice, tomato juice

HOJA DE TRABAJO 3B

Tazas de Frutas y Vegetales de Colores

¿Quieres mantenerte sano y tener mucha energía? Usa la Hoja de Trabajo 3A para saber cuantas tazas de frutas y vegetales debes de comer cada día. Luego suma las tazas de frutas y vegetales que debes comer cada día. Luego agrega las tazas que necesitas para llegar a tu meta. ¿Como puedes saber cuantas tazas estas comiendo? Usa estas ideas para ayudarte.

1 fruta o vegetal = 1 taza

Ejemplos: manzana, naranja, tomate, elote

Como del tamaño de: una pelota de béisbol

Una mano llena de frutas o vegetales frescos, congelados, o enlatados* = ½ taza

* fruta enlatada en jugo 100% natural

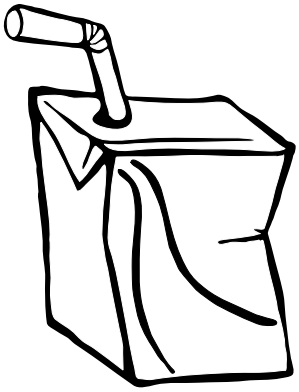
Ejemplos: moras, fresas, zanahorias miniatura, brócoli, melón picado

Como del tamaño de: media pelota de béisbol

2 manos llenas de hojas verdes crudas = 1 taza

Ejemplos: ensalada verde, espinaca

Como del tamaño de: una pelota de béisbol



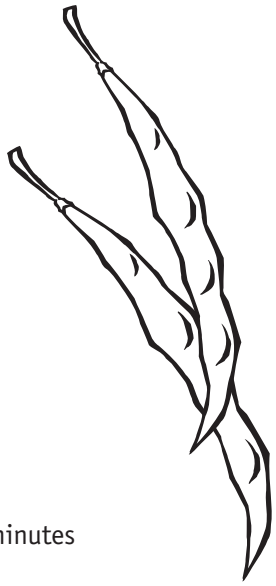
1 caja de jugo 100% natural = ¾ de taza (6 onzas)

Ejemplos: jugo de naranja, jugo de manzana, jugo de tomate

Name _____ Date _____

WORKSHEET 3C

Power Play! Math



Solve the math problems below. Use Cups of Colorful Fruits and Vegetables, Worksheet 3B for help. If you use an equation to solve the problem, write it down.

1. 1 cupped handful of baby carrots = _____ cup(s)

2. 2 whole peaches = _____ cup(s)

3. Justin has 1 cup of chopped cantaloupe. He is 11 years old and active for more than 60 minutes every day. How many more cups of <u>fruit</u> does Justin need to eat today?

4. It takes Ana 15 minutes to ride her bike from home to the park entrance and 10 more minutes to ride her bike around the park back to the entrance. If Ana rides to the park, through the park, and then back home, how many minutes of physical activity did she get?

5. Jessica gets 2 cups of strawberries at a picnic. She gives ¼ cup to Rebecca and ½ cup to Abby. How many cups of fruit does Jessica have left?

6. Latisha makes a smoothie with 2 cups of strawberries, 1 cup of pear slices, ¼ cup of plain yogurt, and ½ cup of milk. How many cups of fruit does Latisha have in her smoothie?

   If Latisha splits her smoothie in half with her friend, how many cups of fruit does Latisha have left?

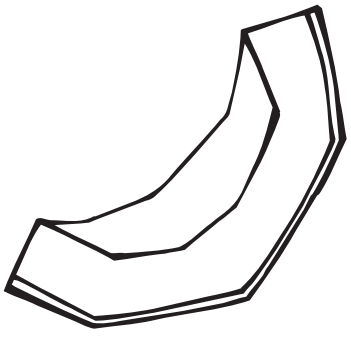
7 It takes Carlos 20 minutes to walk to school. At the end of the day, he walks back home. How many minutes of physical activity does Carlos get on these walks each school day?

Carlos needs to get at least 60 minutes of physical activity every day. Use a fraction to show how many of the total minutes of physical activity he needs every day come from his walks. Use the simplest fraction possible.

8 Kristin is 9 years old and is active for less than 30 minutes every day. She eats ½ cup of baby carrots with her lunch. Later, she eats ½ cup of green beans with dinner. How many cups of vegetables has she eaten?

What percentage of Kristin's daily fruit and vegetable requirement does this equal?

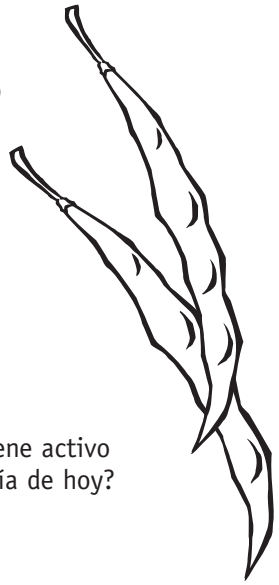
How do you write this percentage as a decimal?



Nombre _____ **Fecha** _____

HOJA DE TRABAJO 3C

¡Jugando con Ganas a las Matematicas!



Resuelve los siguientes problemas matemáticos. Para ayudarte, utiliza las Hojas de Trabajo ¿Cuánto Necesito? y Tazas de Frutas y Vegetales de Colores. Si haces alguna cuenta para resolver el problema, escríbela abajo del problema.

1. 1 mano llena de zanahorias miniatura = _____ taza(s)

2. 2 duraznos enteros = _____ tazas(s)

3. Agustín tiene una taza de pedacitos de melón. Agustín tiene 11 años de edad y se mantiene activo por más de 60 minutos al día. ¿Cuántas tazas más de frutas tiene que comer Agustín el día de hoy?

4. Ana tarda 15 minutos llegar de su casa a la entrada del parque manejando su bicicleta, y tarda 10 minutos más en darle la vuelta al parque y llegar de nuevo a la entrada. Si Ana maneja su bicicleta de su casa al parque, le da la vuelta al parque y regresa a su casa, ¿cuántos minutos de actividad física hizo Ana?

5. Jessica lleva 2 tazas de fresas a un día de campo. Jessica le da ¼ taza de fresas a Rebeca y ½ taza a Abby. ¿Cuántas tazas de fruta le quedaron a Jessica?

6. Leticia hace un licuado con 2 tazas de fresas, 1 taza de peras en rebanadas, ¼ taza de yogur natural y ½ taza de leche. ¿Cuántas tazas de fruta tiene Leticia en su licuado?

Si Leticia comparte la mitad de su licuado con su amiga, ¿cuántas porciones de fruta le quedan a Leticia?

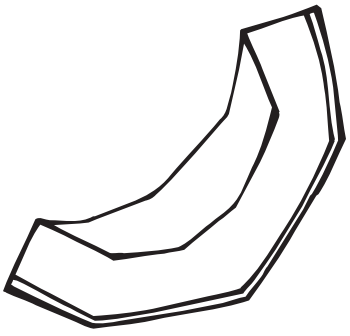
7 Carlos tarda 20 minutos en caminar a la escuela. Por la tarde, Carlos camina de regreso a casa. ¿Cuántos minutos de actividad física hizo Carlos durante esas caminatas cada día de clases?

Carlos necesita tener por lo menos 60 minutos de actividad física cada día. Usa una fracción para mostrar cuantos minutos de ese total de actividad física hace Carlos como resultado de sus caminatas. Simplifica la fracción al más bajo denominador.

8 Cristina tiene 9 años de edad y se mantiene activa por menos de 30 minutos diarios. Ella come ½ taza de zanahorias miniatura a la hora del lonche. Después Cristina se come ½ taza de ejotes en la cena. ¿Cuántas tazas de vegetales se ha comido Cristina?

¿A que porcentaje de los requerimientos diarios de frutas y vegetales equivale?

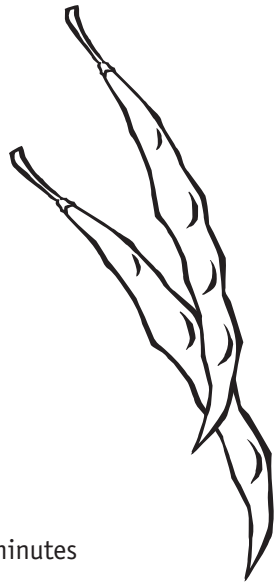
¿Cómo escribes este porcentaje como decimal?



WORKSHEET 3C

Power Play! Math

ANSWER KEY



Solve the math problems below. Use Cups of Colorful Fruits and Vegetables, Worksheet 3B for help. If you use an equation to solve the problem, write it down.

1 1 cupped handful of baby carrots = ____½____ cup(s)

2 2 whole peaches = ____**2**____ cup(s)

3 Justin has 1 cup of chopped cantaloupe. He is 11 years old and active for more than 60 minutes every day. How many more cups of fruit does Justin need to eat today?

2 cups (recommendation) – 1 cup = 1 cup of fruit left

4 It takes Ana 15 minutes to ride her bike from home to the park entrance and 10 more minutes to ride her bike around the park back to the entrance. If Ana rides to the park, through the park, and then back home, how many minutes of physical activity did she get?

15 minutes + 10 minutes + 15 minutes = 40 minutes

5 Jessica gets 2 cups of strawberries at a picnic. She gives ¼ cup to Rebecca and ½ cup to Abby. How many cups of fruit does Jessica have left?

2 cups – ¾ cup = 1¼ cup left

6 Latisha makes a smoothie with 2 cups of strawberries, 1 cup of pear slices, ¼ cup of plain yogurt, and ½ cup of milk. How many cups of fruit does Latisha have in her smoothie?

2 cups of strawberries + 1 cup of pear slices = 3 cups

If Latisha splits her smoothie in half with her friend, how many cups of fruit does Latisha have left?

3 cups ÷ 2 = 1.5 cups

7 It takes Carlos 20 minutes to walk to school. At the end of the day, he walks back home. How many minutes of physical activity does Carlos get on these walks each school day?

20 minutes walking to school + 20 minutes walking home from school = 40 minutes

Carlos needs to get at least 60 minutes of physical activity every day. Use a fraction to show how many of the total minutes of physical activity he needs every day come from his walks. Use the simplest fraction possible.

40 minutes/60 minutes = 40/60 = 4/6 = 2/3

8 Kristin is 9 years old and is active for less than 30 minutes every day. She eats ½ cup of baby carrots with her lunch. Later, she eats ½ cup of green beans with dinner. How many cups of vegetables has she eaten?

½ cup + ½ cup = 1 cup

What percentage of Kristin's daily fruit and vegetable requirement does this equal?

1 cup out of 3 cups = ⅓ or 33.3%

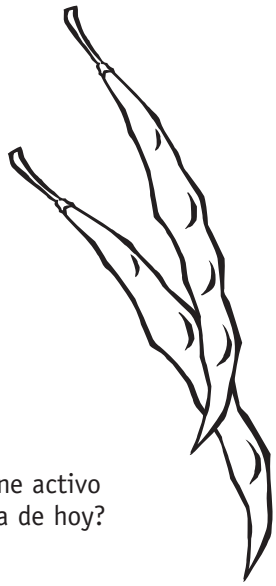
How do you write this percentage as a decimal?

33.3% = .333

HOJA DE TRABAJO 3C

¡Jugando con Ganas a las Matematicas!

GUÍA DE RESPUESTAS



Resuelve los siguientes problemas matemáticos. Para ayudarte, utiliza las Hojas de Trabajo ¿Cuánto Necesito? y Tazas de Frutas y Vegetales de Colores. Si haces alguna cuenta para resolver el problema, escríbela abajo del problema.

1 1 mano llena de zanahorias miniatura = ___½___ taza(s)

2 2 duraznos enteros = ___**2**___ tazas(s)

3 Agustín tiene una taza de pedacitos de melón. Agustín tiene 11 años de edad y se mantiene activo por más de 60 minutos al día. ¿Cuántas tazas más de frutas tiene que comer Agustín el día de hoy?

2 tazas (recomendadas) – 1 taza = 1 taza de fruta tiene que comer

4 Ana tarda 15 minutos llegar de su casa a la entrada del parque manejando su bicicleta, y tarda 10 minutos más en darle la vuelta al parque y llegar de nuevo a la entrada. Si Ana maneja su bicicleta de su casa al parque, le da la vuelta al parque y regresa a su casa, ¿cuántos minutos de actividad física hizo Ana?

15 minutos + 10 minutos + 15 minutos = 40 minutos

5 Jessica lleva 2 tazas de fresas a un día de campo. Jessica le da ¼ taza de fresas a Rebeca y ½ taza a Abby. ¿Cuántas tazas de fruta le quedaron a Jessica?

2 tazas – ¾ taza = 1¼ tazas le quedaron

6 Leticia hace un licuado con 2 tazas de fresas, 1 taza de peras en rebanadas, ¼ taza de yogur natural y ½ taza de leche. ¿Cuántas tazas de fruta tiene Leticia en su licuado?

2 tazas de fresas + 1 taza de peras en rebanadas = 3 tazas

Si Leticia comparte la mitad de su licuado con su amiga, ¿cuántas porciones de fruta le quedan a Leticia?

6 porciones ÷ 2 = 3 porciones

7 Carlos tarda 20 minutos en caminar a la escuela. Por la tarde, Carlos camina de regreso a casa. ¿Cuántos minutos de actividad física hizo Carlos durante esas caminatas cada día de clases?

20 minutos en caminar a la escuela + 20 minutos en caminar a la casa de la escuela = 40 minutos

Carlos necesita tener por lo menos 60 minutos de actividad física cada día. Usa una fracción para mostrar cuantos minutos de ese total de actividad física hace Carlos como resultado de sus caminatas. Simplifica la fracción al más bajo denominador.

40 minutos/60 minutos = 40/60 = 4/6 = 2/3

8 Cristina tiene 9 años de edad y se mantiene activa por menos de 30 minutos diarios. Ella come ½ taza de zanahorias miniatura a la hora del lonche. Después Cristina se come ½ taza de ejotes en la cena. ¿Cuántas tazas de vegetales se ha comido Cristina?

½ taza + ½ taza = 1 taza

¿A que porcentaje de los requerimientos diarios de frutas y vegetales equivale?

1 taza de 3 taza = 1/3 o 33.3%

¿Cómo escribes este porcentaje como decimal?

33.3% = .333

Making Better Choices

ACTIVITY 4

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify their breakfast eating habits and television viewing habits.
- Name at least 5 ways to include fruits and vegetables to create a healthy, appealing breakfast.
- Name at least 5 enjoyable ways to increase their levels of physical activity.
- Communicate clearly the factors that influence their nutrition and television viewing habits.

LINKS TO CONTENT STANDARDS

- Listening and Speaking Strategies 1.0
  Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS NEEDED

- Student workbooks

READY

Students discuss foods they currently eat for breakfast and their television viewing habits, and analyze the influences on both. Based on this information, students brainstorm ways to make breakfast healthier, as well as alternatives to watching television.

SET

- Review the Activity Notes.
- Review the Making Better Breakfast Choices worksheet (Worksheet 4A) and the Making Better Activity Choices worksheet (Worksheet 4B).

GO

1. Discuss students' breakfast habits.

- Explain to students that this activity will help them examine their current breakfast eating habits and consider more healthy options. Ask students the following questions:
  - What do you think of when you hear the word *breakfast*?
  - Do you usually eat breakfast? If so, when do you eat it?
  - Is it important to eat breakfast? Why or why not?
  - How are breakfast foods different from foods you eat during other meals?
  - What are some of your favorite breakfast foods?
  - Are your favorite breakfast foods healthy?
  - Do you ever eat fruits and vegetables as part of your breakfast? Why or why not?
  - What does it mean "to influence" someone or something?
- Tell students that to influence means *to have an effect on*. Possible influences can include: family, friends, culture, marketing, emotions, knowledge, setting, food availability, taste, ease of preparation, etc.
- Have students turn to Making Better Breakfast Choices, Worksheet 4A in their workbooks. Give students about 5 minutes to complete the influences section of the worksheet.

Making Better Choices

- Ask students to share some of their answers from the worksheet.

2. Create a class healthy breakfast list.

- Explain that both fruits and vegetables can be part of a tasty, easy, and healthy breakfast.
- Brainstorm ways to include fruits and vegetables with breakfast. Try to list at least 15 ideas on the board. Which of these ideas are good for a busy school day and which are better for weekends?
- Give students a few minutes to list their personal favorite healthy breakfasts that include fruits and vegetables in the space provided on Worksheet 4A. Encourage them to include family and cultural favorites.
- After students complete their worksheets, ask them if they have any other ideas they would like to add to the list on the board.
- Have the class vote on their 5 favorite healthy breakfasts that include fruits and vegetables. Use the results to create a class healthy breakfast list.

3. Discuss students' television viewing habits.

- Explain to students that this activity will help them examine their current television viewing habits and consider more healthy options. Ask students the following questions:
  - How much television do you usually watch every day? (If students have trouble estimating, suggest they think about the programs they watch—how long they are and how many of them they watch every day—and add them up.)
  - What do you think would be a healthy amount of television to watch every day? (The American Academy of Pediatrics recommends no more than 1 to 2 hours of quality television and videos or DVDs a day.)
  - Why might doctors say that you should spend less time watching television? (Possible responses include: it keeps you from being active, there are ads for unhealthy foods, you may snack more while watching television, etc.)
- Have students turn to Making Better Activity Choices, Worksheet 4B in their workbooks. Give them 5 minutes to complete the influences section of the worksheet.
- Ask students to share some of their answers from the worksheet.

4. Create a class healthy activity options list.

- Brainstorm healthy things students could do instead of watching television. Write the ideas on the board. Try to list at least 10.
- Brainstorm things students could do to make TV watching less unhealthy. Write the ideas on the board. Try to list at least 10.
- Give students a few minutes to list their personal favorite healthy activities in the space provided on Worksheet 4B. Encourage them to include family or cultural favorites.
- After students complete their worksheets, ask them if they have any other activities they would like to add to the list on the board.
- Have the class vote on their 5 favorite healthy activity choices. Use the results to create a class healthy activities list.

GO FARTHER

- Encourage students to take home their Making Better Choices worksheets and share them with their families. Students may wish to work with other family members to create a "Family Favorites" list that can be kept on the refrigerator or in another prominent place.
- Keep the list of favorite healthy breakfast and healthy activities on display in the classroom. Each month survey the students to see if they have tried any of the healthy breakfast items or activities on the lists. Create a new favorites list every month.
- If your school offers a breakfast program, encourage your students to participate and to select healthy fruit and vegetable options.
- Share your class list of favorite breakfast options with the school food service department.
- Ask for student volunteers to demonstrate some healthy activities that could be done while watching TV or during commercial breaks. These activities also may be good for short activity breaks during the school day.
- Use physical education time to try some of the healthy activity options and encourage students to try them during recess as well.
- Encourage your students to participate in the TV-Turnoff Network's TV-Turnoff week, an event that occurs during the last full week in April each year. For more information, visit www.tvturnoff.org.

Activity Notes: Making Better Choices

Here are some ideas for your class healthy breakfast list:

- Fruit kabobs with pineapple, bananas, grapes, and berries
- Lowfat granola or another healthy cereal topped with fruit (e.g., strawberries, banana, blueberries, or raspberries)
- Toasted whole grain bread or bagel topped with fruit spread
- Graham crackers dipped in applesauce
- Apple slices with peanut butter
- Applesauce or other fruit cups (packed in fruit juice, not syrup)
- Lowfat yogurt topped with fresh fruit and lowfat granola
- Waffles or pancakes topped with fresh fruit
- Bowl of fresh fruit (e.g., cantaloupe, grapes, strawberries, honeydew, and watermelon)
- Oatmeal with apples, bananas, raisins, or any other fruit
- An omelet with vegetables (e.g., peppers, mushrooms, tomatoes, onions, spinach, and broccoli)
- Fruit smoothie made with bananas, strawberries, or another favorite fruit
- Add a glass of 100% fruit juice (e.g., apple, orange, or grape) to breakfast
- For more ideas and breakfast recipes, visit www.ca5aday.com or www.5aday.com

Here are some ideas for your class healthy activities list:

- Go for a walk, bike ride, or skate
- Go to the park to play on the equipment, use the courts, or play games on the grass
- Walk a pet
- Join an activity club like the YMCA, 4H, Scouts, or Boys & Girls Club
- Take lessons in a physical activity you are interested in
- Join a team through the local parks and recreation department
- Dance to your favorite songs
- Do some household chores (e.g., vacuuming, raking leaves, mowing the lawn, cleaning your room)
- Go outside with a friend and play tag, toss a Frisbee, or play something else that's active
- Step on and off a stool 50 times
- Fly a kite or play hopscotch
- Dribble a ball
- For more ideas, visit www.Take10.net

Here are some ideas for making TV watching healthier:

- Do a stretch routine while you watch TV
- Exercise during commercial breaks – try push-ups, stomach crunches, and lunges
- Avoid snacking while you watch TV
- Make a healthy snack of chopped veggies and lowfat dip
- Snack on fresh fruit
- Drink water instead of higher-calorie drinks
- Don't watch TV for long periods of time — after your favorite show is over, turn off the TV and get active!
- March in place or do jumping jacks while you watch
- Help clean up the room while you watch TV
- If you have space, jump rope during commercial breaks (if there isn't space in the house, go outside during the commercials)

Name _____ Date _____

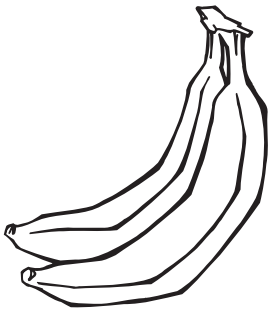
WORKSHEET 4A

Making Better Breakfast Choices

Influences

Complete each of the sentences below. Then explain your answer in more detail.

Example: One thing that makes it easier for me to eat a healthy breakfast is having fresh fruit at home. My mom always buys fresh fruit, washes it, and keeps it in a bowl on the counter.



One thing that makes it easier for me to eat a healthy breakfast is:

One thing that makes it harder for me to eat a healthy breakfast is:

How can you change one of things that makes it harder for you to eat a healthy breakfast?

Top 5 Favorite Fruit and Vegetable Breakfast Ideas

List your personal favorite fruit and vegetable breakfast ideas below.

1. _____
2. _____
3. _____
4. _____
5. _____

Name _____ Date _____

WORKSHEET 4B

Making Better Activity Choices

Influences

Complete each of the sentences below. Then explain your answer in more detail.

Example: One thing that makes it easier for me to watch less TV is having a place to play basketball. I live near a park, and I can ride my bike there after school or on the weekend to shoot hoops with my friends.

One thing that makes it easier for me to watch less TV is:

One thing that makes it harder for me to watch less TV is:

How can you change one of the things that makes it harder for you to watch less TV?

Top 5 Favorite Healthy Activity Ideas

List your personal favorite healthy physical activities below.

1. _____
2. _____
3. _____
4. _____
5. _____

Nombre _____ **Fecha** _____

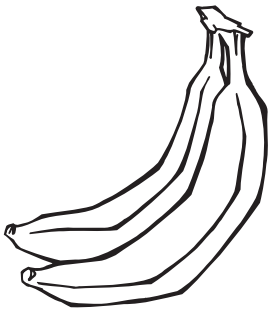
HOJA DE TRABAJO 4A

Cómo Hacer Mejores Selecciones para el Desayuno

Influencias

Completa cada una de las siguientes frases. Luego explica tu respuesta con más detalle.

Ejemplo: Tener fruta fresca en casa me facilita el comer un desayuno saludable. Mi mamá siempre compra fruta fresca, la lava y la mantiene en un tazón sobre la mesa.



Algo que me facilita el comer un desayuno saludable es:

Algo que me hace más difícil el comer un desayuno saludable es:

¿Cómo puedes cambiar una de las cosas que te hace más difícil el comer un desayuno saludable?

Las 5 Ideas Sobre de Desayunos Favoritos con Frutas y Vegetales

Escribe abajo tus ideas sobre tus desayunos favoritos con frutas y vegetales.

1. _____
2. _____
3. _____
4. _____
5. _____

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 4B

Cómo Seleccionar Mejores Actividades Fisicas

Influencias

Completa cada una de las siguientes frases. Luego explica tu respuesta con más detalle.

Ejemplo: Algo que hace más fácil ver menos televisión es tener un lugar en donde jugar básquetbol. Yo vivo cerca de un parque y puedo ir ahí en mi bicicleta después de la escuela o los fines de semana para jugar un poco de básquet con mis amigos.

Una cosa que me facilita ver menos televisión es:

Una cosa que me dificulta más ver menos televisión es:

¿Cómo puedes cambiar una de las cosas que te dificulta más ver menos televisión?

Las 5 Ideas sobre Actividades Físicas Saludables Favoritas

Escribe abajo tus actividades físicas saludables favoritas.

1. _____
2. _____
3. _____
4. _____
5. _____

Fruit & Vegetable and Power Play! Challenge

ACTIVITY 5

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 3 benefits of eating 3 to 5 cups of fruits and vegetables every day and 3 benefits of being physically active for at least 60 minutes every day.
- Identify their current fruit and vegetable intake and level of physical activity.
- Set goals for improving fruit and vegetable intake and level of physical activity, and assess progress toward goals.
- Write a short composition about their findings.

LINKS TO CONTENT STANDARDS

- Reading Comprehension 2.0
  Students read and understand grade-level appropriate materials. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
- Writing Strategies 1.0
  Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

TIME

- Prep — 15 minutes
- Activity —
  - Day 1: Go, Steps 1 and 2 (50 minutes)
  - Days 2-3: Go, Step 3 (10 minutes a day in class and at home)
  - Day 4: Go, Steps 4 and 5 (50 minutes)
  - Days 5-6: Go, Step 6 (10 minutes a day in class and at home)
  - Day 7: Go, Step 7 (50 minutes)

MATERIALS NEEDED

- Student workbooks

READY

Students record how many cups of fruits and vegetables they eat and how many minutes they are physically active for two days. Then they analyze their journals and set personal goals to eat more fruits and vegetables and/or increase their physical activity as needed. Students then record their fruit and vegetable intake and minutes of physical activity for two more days and write a short composition about their goal-setting experience.

SET

- Review the following:
  - How Much Do I Need?, Worksheet 3A;
  - Cups of Colorful Fruits and Vegetables, Worksheet 3B;
  - Get the Power!, Worksheet 5A;
  - Fruit & Vegetable and Power Play! Challenge: Journal 1, Worksheet 5B; and
  - Fruit & Vegetable and Power Play! Challenge: Journal 2, Worksheet 5C

ACTIVITY 5 Fruit & Vegetable and Power Play! Challenge

GO

1. Discuss Get the Power!, Worksheet 5A (Day 1).

- Ask the students the following questions and do not correct their responses.
  - Why is it important to eat 3 to 5 cups of fruits and vegetables every day? How does it help your health?
  - Why is it important to get at least 60 minutes of physical activity every day? How does it help your health?
- Have students turn to Get the Power!, Worksheet 5A in their workbooks. Review the information together about the health benefits of eating fruits and vegetables and being physically active.

2. Explain the journal process (Day 1).

- Review How Much Do I Need?, Worksheet 3A, so that each student knows how many cups of fruits and vegetables he/she needs every day for good health.
- Review Cups of Colorful Fruits and Vegetables, Worksheet 3B, so that students know common measures of fruits and vegetables.
- Review examples of moderate and vigorous physical activity:
  - Moderate physical activities get you up and moving and make your heart beat faster (e.g., walking, biking, taking the stairs, raking leaves, walking the dog).
  - Vigorous physical activities make you breathe hard and sweat (e.g., running, jogging, dancing, jumping rope, playing soccer, playing basketball).
- Have students turn to Fruit & Vegetable and Power Play! Challenge: Journal 1, Worksheet 5B in their workbooks. Review the directions at the top of the worksheet.

3. Students record in their journals (Days 2 and 3).

- Give students class time each day to record what they have eaten and what physical activity they have done. Allow about 5 minutes each morning for students to record what they ate before school and 5 minutes each afternoon to record what they ate for lunch and snacks while at school. The fruits and vegetables children eat and the physical activity they get in the afternoon and evening should be recorded at home.
- Have students start the journal the day after you introduce the activity.
- Ask students to bring their journals to class on the third day.

4. Students analyze their journals (Day 4).

- Bring students' attention back to the journals they completed earlier. Using the information they learned from the Get the Power! worksheet, have students analyze their journals. Ask students:
  - Did you eat the recommended cups of fruit on either day?
  - Did you eat the recommended cups of vegetables on either day?
  - If you did not meet the fruit and vegetable goal, what benefits are you missing?
  - Did you get at least 60 minutes of physical activity on either day? If you did not, what benefits are you missing?
  - What did you eat more often, fruits or vegetables?
  - Which fruits and vegetables did you eat most often?
  - What types of activities did you do?
  - What are some reasons you might want to eat more fruits and vegetables?
  - What are some reasons you might want to get more physical activity?

Fruit & Vegetable and Power Play! Challenge

ACTIVITY 5

5. Students set personal goals (Day 4).

- Explain that students will set personal goals to meet the fruit and vegetable and physical activity requirements they are not meeting now. Discuss the following:
  - A goal is something that you want to accomplish.
  - A goal should be as specific as possible. For example, instead of writing, "I will get more exercise," students should write, "I will ride my bike to school every day instead of getting a ride." Instead of writing, "I will eat more fruit," students should write, "I will add sliced fruit to my breakfast cereal every morning."
- Have students turn to Fruit & Vegetable and Power Play! Challenge: Journal 2, Worksheet 5B in their workbooks. Review the directions.
- Allow students 5-10 minutes to write in their personal goals on the worksheet.
- Ask students to share their goals with the class.

6. Students record in their journals (Days 5 and 6).

- Repeat the journal process as described in Step 3.

7. Students review progress toward goals (Day 6).

- Have students review and analyze their journals in light of their personal goals. Then have students write a short composition that answers the following questions:
  - What were my goals?
  - Did I reach my goals?
  - If my goals were not achieved, why not? What challenges did I face?
  - If my goals were achieved, how were they achieved? What helped me?
  - If my goals were achieved, what benefits did I gain?
  - Am I going to continue with the goals I set?
  - Will I add new goals? If so, what?

GO FARTHER

- Make extra copies of the journal worksheets for students to use later in the year.
- Create classroom charts where students can record their fruit and vegetable consumption and physical activity. You can use the charts to show whether the class is increasing its fruit and vegetable consumption and physical activity levels over time.
- Encourage students to take their journals and their compositions home to share with their family members.

WORKSHEET 5A

Get the Power!

Do you want to grow and stay healthy? Do you want more energy to do well in school and sports?

Eat Fruits and Vegetables Every Day!

You should eat 3 to 5 cups of colorful fruits and vegetables every day. Fruits and vegetables are high in fiber and low in fat and sugar. They also have important vitamins.

Why do I need fiber?

Eating foods that are high in fiber protects you from diseases. It also helps you feel full so you don't eat too much. You get fiber from plant foods like fruits, vegetables, beans, whole grain breads, and cereals.

Why should I limit fat and sugar?

Eating too many foods that are high in fat can give you serious health problems when you are older. Fruits and vegetables have very little fat. Toppings like butter, salad dressing, and cheese can be high in fat. If you use toppings or dips with your fruits and vegetables, try to use just a little and make them low in fat.

If you eat foods with a lot of sugar, you will probably eat fewer healthy foods. Fruits and vegetables have small amounts of natural sugar in them. Try to eat fruit without a lot of sugar added to it. For example, drink 100% fruit juice without added sugar.

Why are vitamins important?

Vitamin A

Vitamin A helps you grow and helps your eyesight and skin. It also helps keep you from getting sick. Fruits and vegetables have a lot of vitamin A. Look for fruits and vegetables that are dark yellow, orange, or dark green and leafy.

Try these for vitamin A

apricot, cantaloupe, carrot, collard greens, chili pepper, leaf lettuce, mango, spinach, sweet potato, tomato, and watermelon.

Vitamin C

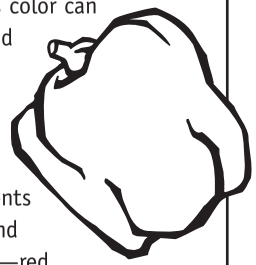
Vitamin C helps your body stay strong. It prevents infections and heals cuts. It is also good for healthy bones, teeth, skin, and blood vessels. Most of the vitamin C we get comes from fruits and vegetables.

Try these for vitamin C

bell pepper, broccoli, brussels sprouts, cabbage, cantaloupe, cauliflower, grapes, honeydew melon, jicama, kiwifruit, okra, orange, papaya, plum, strawberry, summer squash, tangerine, tomato, and watermelon.

Why should I eat a rainbow of colors?

The same things that give a plant its color can also help keep you healthy. Fruits and vegetables have many colorful phytonutrients. Phyto means plant in Greek. Nutrients are the things in food that help you live and grow. There are many different phytonutrients in fruits and vegetables. Try fruits and vegetables from all the color groups—red, green, yellow/orange, blue/purple, and white.



Get 60 Minutes of Power Play Every Day!

You should get at least 60 minutes of physical activity every day. You can add up the different things you do during the day. Try to be active for at least 10 minutes at a time. Remember to get moderate and vigorous physical activity every day. Being physically active has many benefits!

Physical activity can:

- Help keep you from getting sick
- Help you pay attention in school
- Make learning easier
- Make you feel better about yourself
- Build healthy bones and muscles to keep you strong
- Help you with balance and coordination
- Give you more energy
- Help you keep a healthy weight
- Help you relax
- Help you meet new friends
- Give you something fun to do with friends and family

What is physical activity?

Physical activity is a game, sport, exercise, or other action that involves moving your body, especially one that makes your heart beat faster. You can also call this power play.

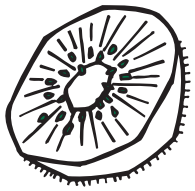
- Moderate physical activity gets you up and moving and makes your heart beat faster.
- Vigorous physical activity makes you breathe hard and sweat.

Name _____ **Date** _____

WORKSHEET 5B

Fruit & Vegetable and Power Play! Challenge: Journal 1

For 2 days, write down the fruits and vegetables you eat. Then write down what kind of physical activity you do. Use the first chart to track how many cups of fruits and vegetables you eat. Use the second chart to track how many minutes of physical activity you get.



FRUIT AND VEGETABLE JOURNAL

Fruits and vegetables I ate:

Day 1: _____

_____

Day 2: _____

_____

	Cups at Breakfast	Cups at Lunch	Cups at Dinner	Cups at Snacks	TOTAL CUPS
Day 1	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____
Day 2	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____

PHYSICAL ACTIVITY JOURNAL

Physical activity I did:

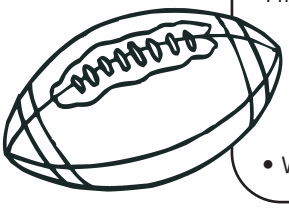
Day 1: _____

_____

Day 2: _____

_____

	Minutes Before School	Minutes During School	Minutes After School	TOTAL MINUTES
Day 1				
Day 2				



What is physical activity?

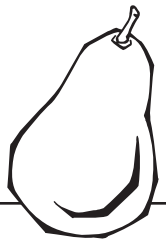
Physical activity is a game, sport, exercise, or other action that involves moving your body, especially one that makes your heart beat faster. You can also call this power play.

- Moderate physical activity gets you up and moving and makes your heart beat faster.
- Vigorous physical activity makes you breathe hard and sweat.

Name _____ Date _____

WORKSHEET 5C

Fruit & Vegetable and Power Play! Challenge: Journal 2



For 2 days, write down the fruits and vegetables you eat. Then write down what kind of physical activity you do. Use the first chart to track how many cups of fruits and vegetables you eat. Use the second chart to track how many minutes of physical activity you get.

My fruit and vegetable goal is:

FRUIT AND VEGETABLE JOURNAL

Fruits and vegetables I ate:

Day 1: _____

_____

Day 2: _____

_____

	Cups at Breakfast	Cups at Lunch	Cups at Dinner	Cups at Snacks	TOTAL CUPS
Day 1	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____
Day 2	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____

My physical activity goal is:

PHYSICAL ACTIVITY JOURNAL

Physical activity I did:

Day 1: _____

_____

Day 2: _____

_____

	Minutes Before School	Minutes During School	Minutes After School	TOTAL MINUTES
Day 1				
Day 2				

HOJA DE TRABAJO 5A

¡Gana el Poder!

¿Quieres crecer y mantenerte sano? ¿Quieres tener más energía para tener un buen desempeño en la escuela y en los deportes?

¡Come Frutas y Vegetales Todos los Días!

Tú debes comer de 3 a 5 tazas de frutas y vegetales cada día. Las frutas y los vegetales contienen mucha fibra y son bajos en grasa y azúcar. También tienen vitaminas importantes.

¿Por qué necesito fibra?

El comer alimentos que son altos en fibra te protege de las enfermedades. También te ayuda a sentirte satisfecho para que no comas demasiado. Tú puedes recibir fibra de plantas comestibles como las frutas, los vegetales, frijoles, panes integrales, y cereales.

¿Por qué debo limitar la grasa y el azúcar?

El comer muchos alimentos que son altos en grasa te puede ocasionar problemas serios de salud cuando seas mayor. Las frutas y los vegetales tienen muy poca grasa. Las cubiertas como la mantequilla, los aderezos para ensaladas, y el queso pueden ser altos en grasa. Si utilizas cubiertas o salsas con tus frutas y vegetales, trata de usar poco y que sean bajos en grasa.

Si comes alimentos con mucha azúcar refinada, probablemente comes menos alimentos saludables. Las frutas y los vegetales tienen pequeñas cantidades de azúcar natural en ellas. Trata de comer fruta que no tengan azúcar agregada. Por ejemplo, toma jugo que sea 100% de fruta sin azúcar adicional.

¿Por qué son importantes las vitaminas?

Vitamina A

La vitamina A te ayuda a crecer y ayuda a tu vista y a tu piel. También evita que te enfermes. Las frutas y vegetales tienen mucha vitamina A. Busca las frutas y vegetales que son amarillo oscuro, anaranjados, o verde oscuro y con hojas.

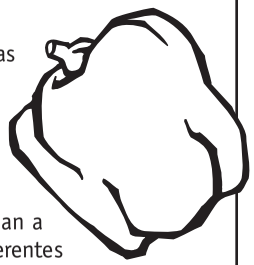
Para recibir vitamina A, come:
albaracoque, camotes, chabacanos, chiles, espinacas, hojas de lechuga, hojas verdes de berza, mangos, melón, tomate, sandía, y zanahoria.

Vitamina C

La vitamina C ayuda a tu cuerpo a mantenerse fuerte. Previene infecciones, y sana las heridas. También es buena para mantener saludables los huesos, dientes, la piel, y los vasos sanguíneos. La mayoría de la vitamina C que obtenemos proviene de las frutas y los vegetales.

Para recibir vitamina C, come:
brócoli, calabacitas, ciruela, coles de Bruselas, coliflor, fresa, jícama, kiwi, mandarina, melón, melón blanco, naranja, papaya, pimentón, quimbombó, repollo, tomate, uvas, y sandía.

¿Por qué debo comer un arco iris de colores?



Las mismas cosas que dan color a las plantas también ayudan a que te mantengas saludable. Las frutas y los vegetales tienen muchos fitonutrientes. Fito significa planta. Los nutrientes son las cosas que contiene la comida que te ayudan a vivir y a crecer. Existen muchos diferentes fitonutrientes en las frutas y en los vegetales. Trata de comer frutas y vegetales de todos los grupos de colores—rojo, verde, amarillo/anaranjado, azul/morado y blanco.

¡Juega con Ganas 60 Minutos Cada Día!

Tú debes hacer por lo menos 60 todas minutos de actividad física cada día. Tú puedes sumar todas las diferentes actividades físicas que haces durante el día. Trata de estar activo por lo menos 10 minutos a la vez. Recuerda tener actividad física moderada y vigorosa cada día. ¡El mantenerte activo tiene muchos beneficios!

La actividad física puede:

- Ayudar a que no te enfermes
- Ayudarte a prestar atención en la escuela
- Aprender más fácilmente
- Hacerte sentir mejor de ti mismo
- Tener huesos y músculos saludables para mantenerte fuerte
- Ayudarte con el balance y la coordinación
- Darte más energía
- Ayudarte a mantener un peso saludable
- Ayudarte a relajar
- Ayudarte a conocer nuevos amigos
- Hacer que tus amigos, familiares y tú tengan algo divertido que hacer

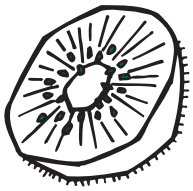
¿Qué es actividad física?
Actividad física es un juego, deporte, ejercicio o alguna otra acción que hace mover tu cuerpo, especialmente las que hacen latir tu corazón más rápido. A esto también le puedes llamar "jugar con ganas."

- La actividad física moderada te levanta, te mueve y hace que tu corazón lata más rápido.
- La actividad física vigorosa te hace respirar hondo y sudar.

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 1

El Reto de Frutas y Vegetales y ¡A Jugar con Ganas!, Diario 1



Escribe las frutas y vegetales que comes durante dos días. Luego escribe que tipo de actividad física haces. Usa el primer cuadro para contar cuantas tazas de frutas y vegetales te comes. Utiliza el segundo cuadro para contar cuantos minutos de actividad física haces.

DIARIO DE FRUTAS Y VEGETALES

Frutas y vegetales que comí:

Día 1: _____

_____

Día 2: _____

_____

	Tazas en el Desayuno	Tazas en el Almuerzo	Tazas en la Cena	Tazas por Bocadillos	TOTAL DE TAZAS
Día 1	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____
Día 2	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____

DIARIO DE ACTIVIDAD FISICA

Actividad física de hice:

Día 1: _____

_____

Día 2: _____

_____

	Minutos Antes de la Escuela	Minutos Durante la Escuela	Minutos Después de la Escuela	TOTAL DE MINUTOS
Día 1				
Día 2				

¿Qué es actividad física?

Actividad física es un juego, deporte, ejercicio, o alguna otra acción que hace mover tu cuerpo, especialmente las que hacen latir tu corazón más rápido. A esto también le puedes llamar "jugar con ganas."

- La actividad física moderada te levanta, te mueve y hace que tu corazón lata más rápido.
- La actividad física vigorosa te hace respirar hondo y sudar.

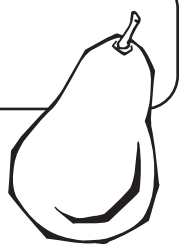
Nombre _____ **Fecha** _____

WORKSHEET 5C

El Reto de Frutas y Vegetales y ¡A Jugar con Ganas!, Diario 2

Escribe tus metas de las frutas y vegetales y de actividades físicas abajo. Escribe las frutas y vegetales que comes durante dos días. Luego escribe qué tipo de actividad física haces. Usa el primer cuadro para contar cuántas tazas de frutas y vegetales te comes. Utiliza el segundo cuadro para contar cuántos minutos de actividad física haces.

Mi meta de frutas y vegetales es:



DIARIO DE FRUTAS Y VEGETALES

Frutas y vegetales que comí:

Día 1: _____

_____

Día 2: _____

_____

	Tazas en el Desayuno	**Tazas en el Desayuno**	**Tazas en la Cena**	**Tazas por Bocadillos**	**TOTAL DE TAZAS**
Día 1	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____
Día 2	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____

Mi meta de actividad física es:

DIARIO DE ACTIVIDAD FISICA

Actividad física que hice:

Día 1: _____

_____

Día 2: _____

_____

	Minutos Antes de la Escuela	**Minutos Durante la Escuela**	**Minutos Después de la Escuela**	**TOTAL DE MINUTOS**
Día 1				
Día 2				