Looking at the “Nutrition Facts” on food products can help you to determine if a product is healthy and part of a well-balanced diet.

Important things to look for on the label:

**Serving Size:** Serving size is the first thing to check on the label. All other information based on that particular serving size.

**Servings per Container:** The number of servings indicates how many servings are in the package based on the serving size.

**Calories:** A child needs a certain number of calories per day. Use the “Healthy Eating Guide” for the appropriate amount of calories.

**Total Fat:** Choose foods that are low fat or fat free with less than 3 grams of fat per serving.

**Cholesterol:** Less than 300 mg per day is recommended. Choose products with less than 20 mg per serving.

**Sodium:** Less than 2,400 mg per day is recommended. Limit products with more than 400 mg per serving.

**Dietary Fiber:** Choose foods with at least 3 g or more per serving.

**Sugar:** Choose products with less than 6 grams of sugar/serving. Every 4 grams = 1 Tsp of Sugar.

**Ingredients:** Ingredients are listed from the highest amount to the lowest amount in the product. Check the first three or four ingredients to learn more about what you are buying.
Ice cream scoop = $\frac{1}{2}$ Cup

CD Case = 1 oz. Bread

Tennis Ball = 1 Medium-sized fruit

Pair of Dice = 1 oz. Cheese

Deck of Cards = 3 oz. Meat

Golf Ball = 2 Tbsp. Peanut Butter
### My Personal Goals - Check off which goals you meet each day!

| Health Goals | Day | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|--------------|-----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| I ate 3 meals plus healthy snacks. |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| I had at least one meal with my family. |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| I ate no fast food or junk food. |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| I ate 2 to 3 dairy servings or other calcium source. |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| I ate 3 to 4 cups of fruits and vegetables |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| I tried one new healthy food. |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| I drank less than one can of soda or juice. |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| I exercised 30 to 60 minutes or more. |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| I walked 10,000 steps or more. |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| I watched less than 1 hour of TV or video games. |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| I did something I am proud of. |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| I wrote down 5 great things about me. |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Total goals I reached today! |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

**If I reach _____ goals this week, I’ll get to...**

**For more information go to kp.org/nutrition**

© 2007 Kaiser Permanente. All rights reserved.
I prepared 3 healthy meals for our family.
I offered my child healthy serving sizes.
We had at least one family meal together.
I ate no fast foods or junk foods.
I offered 3 to 4 cups of fruits and vegetables.
I let my child help plan and prepare a meal.
I exercised 30 to 60 minutes or more.
I walked 10,000 steps or more.
I watched less than one hour of TV.
I took a walk or played with my child.
I complimented or hugged my child.
I rewarded my child for health goals reached.

Total goals I reached today!
# Traffic Light Foods

## GREEN LIGHT FOODS: These foods are low in fat or sodium
- Applesauce, unsweetened
- Bagel
- Beans (not fried)
- Black-eyed Peas
- Bread
- Bread sticks
- Burrito (small)
- Canned Fruit (No sugar)
- Canned Tuna (white, water-packed)
- Corn tortilla
- Egg whites
- English Muffin
- Fat Free Cheese
- Fat Free Cottage Cheese
- Fat Free Flour Tortilla, small
- Fat Free Fruit Yogurt (100 calories)
- Fat Free Milk
- Fat Free/Reduced Fat Crackers
- Fish (baked or broiled)
- Fresh Fruit
- Frozen fruit (plain)
- Green Salad
- Lean Red Meat
- Lentils/Split peas
- Low fat Cheese
- Low Fat Cottage Cheese
- Low Fat Milk (1%)
- Low sugar cereals
- Mozzarella cheese
- Pasta (plain)
- Pita Bread
- Plain Low Fat Yogurt
- Plain Vegetables
- Popcorn (plain, no fat)
- Salsa
- Skinless Chicken (white)
- Skinless Turkey (white)
- Soups, broth
- Steamed Brown or White Rice

## YELLOW LIGHT FOODS: These foods are moderate in fat, sugar, or sodium
- Avocado
- Baked Chicken/ Nuggets/Patty
- Baked Fish sticks/Nuggets
- Baked Potato with sour cream/butter/bacon/cheese
- Burrito (large)
- Canned Fruit in Syrup
- Cheese or Vegetable Pizza
- Chicken (dark meat)
- Chili con Carne
- Cole Slaw
- Corn bread
- Crepes
- Dried Fruit
- Egg Yolks
- Fat Free/Sugar Free Ice Cream
- French Toast
- Fruit Yogurt (over 100 cal)
- Hot Chocolate
- Ice Milk
- Light Margarine
- Low Fat Frozen Yogurt
- Low Fat Granola Bar
- Low Fat Luncheon Meats
- Low Fat tortilla chips
- Macaroni & Cheese
- Macaroni Salad
- Microwave Light Popcorn
- Nuts and seeds
- Pancakes
- Peanut Butter
- Potato Salad
- Pudding
- Quesadilla (made with fat)
- Reduced Fat milk (2%)
- Regular/Processed Cheese
- Salads with Crispy Chicken
- Stuffing
- Sweetened Applesauce
- Sweetened Cereal
- Turkey (dark meat)
- Vegetables (butter/cheese sauce or oil)
- Waffles
- Whole Milk

## RED LIGHT FOODS: These foods are high in fat, sugar, or sodium
- Bacon
- Biscuits
- Blintzes
- Buttered Popcorn
- Cake
- Candy
- Canned Chunk Light Tuna (oil)
- Cheese Sauce
- Chili Relleno
- Chips (all types)
- Chorizo
- Chocolate Milk/Flavored Milk
- Cinnamon Roll
- Coconut
- Coconut Milk
- Cookie
- Cream
- Cream Cheese
- Cream Soup
- Croissants
- Donuts
- Egg Rolls
- French Fries
- Fried Cheese Sticks
- Fried Chicken
- Fried Fish
- Fried Fish Sticks/Nuggets
- Fried Vegetables
- Frozen Yogurt
- Fruit Juices/Drinks
- Fruit Muffin
- Gravy
- Honey
- Hot Dogs
- Ice Cream
- Jams/jellies
- Luncheon Meats
- Margarine
- Mayonnaise
- Milk Shakes
- Nachos
- Oils
- Olives
- Pan Dulce
- Pepperoni
- Pie
- Pickles
- Popcorn, Microwavable
- Popsicles
- Potato Pancakes
- Refried Beans
- Regular Soda
- Salad Dressing
- Sausage
- Sherbet
- Sour Cream
- Soy Sauce
- Fried Rice
- Sweet & Sour Sauce
- Taco Shell
- Tamale
- Taquitos
- Tartar Sauce
- Teriyaki Sauce
- Tostada Shell
- Whipped Cream
Please list foods that you eat often into the green light, yellow light and red light boxes.

<table>
<thead>
<tr>
<th>GREEN LIGHT:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YELLOW LIGHT:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RED LIGHT:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tips for Eating Healthy

• Provide breakfast every day, even if you are short on time. The National Weight Control Registry confirms that eating breakfast helps people maintain weight loss. Some good choices include: low-sugar/whole-grain cereal, low-fat milk, yogurt, fruit or whole-grain toast.

• Do not bribe or reward with food.

• Limit juice drinks, sports drinks, and sodas to no more than one can or small cup a day. Encourage your child to drink water.

• Offer five servings of fruits and vegetables every day (1 serving = 1 piece of fruit or 1 cup of vegetables).

• Take control of snacking by carrying your own preassembled bags of healthy snacks.

• When you shop, only go to the relevant aisles—not every aisle.

• You should be the one to decide when and where to serve meals and which foods to serve. Let your child decide whether or not to eat and how much to eat. There’s no need to finish everything on the plate.
Tips for Eating Healthy (cont.)

• Eat meals together as a family—work around busy schedules to make it happen. Encourage conversation, sharing, and laughter at meal times.

• Keep healthy foods your child likes within easy reach at home. Keep junk foods out of the house.

• Limit eating at fast food restaurants to no more than once a week. Fast food tends to be high in salt, fat, and extra calories. Avoid super-sizing!

• Don’t watch TV while eating. Instead, sit around the table for some quality family time.

• Encourage your child to help with grocery lists, shopping, and cooking meals.

• Check in with your child’s school or day care center to make sure healthy, low-fat meals and snacks are provided. If not, pack nutritious foods for your child. Also, take it up with the school board – board members care about parents’ concerns.

• Because children do not normally overeat, you do not need to limit the amount of food they eat.

• Set a good example by eating healthier all the time.

• Don’t completely eliminate favorite goodies. Be realistic and just seek a more healthful balance.

• Remember: Baby steps collectively make a difference.

SOURCE: Kaiser Permanente
At-home scavenger hunt about food labels

There are plenty of clues about nutrition around your house. Most food in packages comes with a Nutrition Facts label. See if you can find the answers to these questions on the food labels in your own kitchen.

- How much protein is in a serving of peanut butter? _______
- How much protein is in a serving of kidney beans? _______
- What percent of the Daily Value of fat is in one serving of macaroni and cheese? _______
- What is the main ingredient in pasta? _______
- How much dietary fiber is in one serving of enriched pasta? _______
- How much dietary fiber is in one serving of whole wheat pasta? _______
- What percent of the Daily Value of salt (sodium) is in one serving of chicken noodle soup?_______
- How many grams of sugar are in one serving of ketchup? _______
- How many crackers are in one serving of graham crackers? _______
- How much fat is in one serving of 2% reduced fat milk? _______
- How much salt (sodium) is in one serving of mustard? _______
- How much salt (sodium) is one serving of salad dressing? _______
- What percent of the Daily Value of vitamin C is in one serving of apple sauce? _______
Come Un Bocadillo Rápido y Sencillo.

Encuentra la salida del Laberinto de Bocadillos

Entrar

Cuando me voy de caminata, a veces me encuentro sin energía. Por eso lleno mi mochila con pretzels, frutas secas, y agua potable para seguir andando.

¡Una Idea Poderosa!

Come tortillas al horno con salsa, vegetales, pretzels, o palomitas de maíz.

¿En qué fruta se esconde Ana?

Sandwich de Atún y Pan Pita

Tengo una gran idea para un bocadillo rápido cuando tienes hambre.

1 lata chica de atún
1 pan pita
rodajas de tomate
hojas de lechuga

Abre y escurre el atún; corta tomate y lechuga.

Con cuidado, corta el pan pita por la mitad para poder rellenarlo.

Llévalo con tomate y lechuga. Cubrió con atún. Sirve 2 porciones.

¿Qué bocadillo tan bueno y sabroso!

Escoge el camino más sano: Come bocadillos con pocas grasas, azúcar y calorías.
Find your way through the Snack Maze

Start

When I go on a hike, I sometimes run out of energy, so I fill my backpack with pretzels, dried fruit, and bottled water to keep me going.

You Made It!

Munch on...
baked tortilla chips and salsa, veggies, pretzels, or popcorn.

What has appeal?

Tuna Pita Sandwich

I've got a great idea for a quick snack when you're hungry.

1 small can of tuna
1 piece of pita bread
tomato slices
lettuce leaves

Open and drain the tuna; grab tomato and lettuce.

Carefully, cut the pita bread in half to make two pockets.

Fill with tomato and lettuce. Top with tuna. Serves 2.

What a great and filling snack!

Eat less 'dead end' snacks high in sugar, fat, and calories.
UNIT: HEALTHY CHOICES

Objectives: Cooperative Behavior

Asset Categories: Support
Constructive Use Of Time
Positive Values

Equipment: Boundaries 1 bean bag per 2 youth (paper wad, small ball, etc.) and start/stop signal

P.E. Standard:
- Grade 3 – 1.10 - Manipulative Skills
- Grade 3 – 1.15 - Rhythmic Skills
- Grade 4 – 3.3 - Aerobic Capacity
- Grade 4- 5.6 – Group Dynamics

Standard:
- Grade 3 – 1.2 – Listening and Speaking
- Grade 4 – 1.1 – Listening and Speaking

ACTIVITY | INSTRUCTIONS | TEACHING OPTIONS
--- | --- | ---
Ball Exchange | -Place participants into pairs throughout the playing area. -Seat pairs with knees bent and toes touching. Give the ball to one of the partners. -The person with the ball hands it to their partner; they both lie down with their knees bent. Both partners return to the upright position and exchange the ball between them. | -Face partner while seated on the ground with knees bent and feet flat on the ground. Hand the ball to your partner, you both lay down at the same time. Return to the upright position and hand the ball back (repeat process). -How many can you do in 1 minute? -How long will it take you to do 15 exchanges? -How do you feel after doing 15 exchanges? -What healthy choices can you make to improve your score? |
UNIT: HEALTHY CHOICES

Objectives: Cooperative Behavior

Asset Categories: Support
Constructive Use Of Time
Positive Values

Equipment: Boundaries 1 bean bag per 2 youth (paper wad, small ball, etc.) and start/stop signal

P.E. Standard: Grade 3 – 1.10 - Manipulative Skills
Grade 3 – 1.15 - Rhythmic Skills
Grade 4 – 3.3 - Aerobic Capacity
Grade 4- 5.6 – Group Dynamics

Standard: Grade 3 – 1.2 – Listening and Speaking
Grade 4 – 1.1 – Listening and Speaking

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
<th>TEACHING OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reach and Bend</td>
<td>--Place participants into pairs throughout the playing area.</td>
<td>-Stand back to back with your partner. Pass ball overhead with arms extended overhead, then bend at the waist and pass the ball again between your legs.</td>
</tr>
<tr>
<td></td>
<td>-While back to back, pairs pass the ball back and forth by twisting and turning at the trunk (waist).</td>
<td>-Begin slowly and with caution. Increase speed as mastery is displayed.</td>
</tr>
<tr>
<td></td>
<td>-Once the group has demonstrated an understanding with Reach and Bend and Give to Get, try to get them to combine the two games into one cooperative game.</td>
<td>-How many times can you hand the ball off in 1 minute?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-How fast can you pass the ball back and forth?</td>
</tr>
</tbody>
</table>

YMCA of Santa Clara Valley
UNIT: HEALTHY CHOICES

Grades: 3-4

Objectives: Cooperative Behavior

Equipment: Boundaries 1 bean bag per 2 youth (paper wad, small ball, etc.) and start/stop signal

P.E. Standard:
- Grade 3 – 1.10 - Manipulative Skills
- Grade 3 – 1.15 - Rhythmic Skills
- Grade 4 – 3.3 - Aerobic Capacity
- Grade 4- 5.6 – Group Dynamics

Asset Categories:
- Support
- Constructive Use Of Time
- Positive Values

Standard:
- Grade 3 – 1.2 – Listening and Speaking
- Grade 4 – 1.1 – Listening and Speaking

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
<th>TEACHING OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give and Get</td>
<td>-Place participants into pairs throughout the playing area.</td>
<td>-Please stand back to back with a partner.</td>
</tr>
<tr>
<td></td>
<td>-While back to back, pairs pass the ball back and forth by twisting and turning at the trunk (waist).</td>
<td>-Turn to a specific side, hand the ball to your partner. Partner receives the ball and turns in the opposite direction and hands it back to their partner.</td>
</tr>
</tbody>
</table>
## UNIT: HEALTHY CHOICES

**Objectives:** Locomotor movements, tagging, memory practice

**Asset Categories:**
- Support
- Constructive Use Of Time
- Positive Values
- Social Competencies

**Grades:** 3-4

**Equipment:** Boundaries, 1 bean bag (paper wad, small ball), small cone and start/stop signal

**P.E. Standard:**
- Grade 3 – 1.15 - Circle Rhythmic Pattern
- Grade 3 – 3.3 - Aerobic Capacity
- Grade 4 – 3.3 - Aerobic Capacity
- Grade 4 – 5.4 – Win and Lose with dignity

**Standard:**
- Grade 3 – 1.2 – Listening and Speaking
- Grade 4 – 1.1 – Listening and Speaking

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
<th>TEACHING OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep Moving</td>
<td>-Large group circle with a bean bag or small ball (on a cone) in the middle of the play space.</td>
<td>-Try different movement patterns after each round.</td>
</tr>
<tr>
<td></td>
<td>-Split the players into two even teams</td>
<td>-Why is it important to “Keep Moving”?</td>
</tr>
<tr>
<td></td>
<td>-Each group counts off so that a player from each group has a number (1-12 for group 1 and 1-12 for group 2).</td>
<td>-What are ways that you can keep moving?</td>
</tr>
<tr>
<td></td>
<td>-All players move around the circle one way while listening for their number to be called</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-When the leader calls a number, the 2 players with the same number compete to take the bean bag from the middle of the circle to the outside of the circle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Change movement motions each round (hopping, skipping, jumping, etc.).</td>
<td></td>
</tr>
</tbody>
</table>
UNIT: HEALTHY CHOICES

Objectives: Agility, cooperation, hand-eye coordination
Asset Categories: Support, Constructive Use Of Time, Positive Values, Social Competencies

Grades: 3-4

Equipment: Boundaries 1 bean bag (paper wad, small ball) and start/stop signal

P.E. Standard:
- Grade 3 – 3.4 – Muscular Strength/Endurance
- Grade 4 – 3.4 - Muscular Strength/Endurance
- Grade 4- 5.4 – Winning & Losing with dignity

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
<th>TEACHING OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take That</td>
<td>-Place pairs on the floor sitting across from each other. Hand on knees.</td>
<td>-Try different movement patterns.</td>
</tr>
<tr>
<td>Take That</td>
<td>-When ready, place object between the pairs.</td>
<td>-Hands on shoulders. When music stops, grab the object.</td>
</tr>
<tr>
<td></td>
<td>-Begin activity by giving a group task and telling them their start and stop signal. When the music stops, individuals in each pair try to grab the object first.</td>
<td>-Lie back, knees bent, like a sit-up position.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Can you do a sit-up and grab the object?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Push-up position.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Grab the object.</td>
</tr>
</tbody>
</table>