## fit for learning

**UNIT:** READY, SET, GO

**Objectives:** Cooperation, balance, agility

**Asset Categories:** Constructive Use Of Time, Empowerment, Social Competencies

**Grades:** 3-4

**Equipment:** Boundaries, hula hoops, whistle and start/stop signal

**P.E. Standard:**
- Grade 3 – 5.6 – Group Dynamics
- Grade 4 – 1.1, 1.4 – Body Movement
- Grade 4 – 2.1, 2.2 – Movement Concepts

### ACTIVITY INSTRUCTIONS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
<th>TEACHING OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart Hoop</td>
<td>-Have larger group form smaller groups of 6 to 8 participants joining hands in a circle. Give each group 1 hula hoop.</td>
<td>-Challenge the group:</td>
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<tr>
<td></td>
<td>-On the start signal, move the hoop around your circle by passing everyone through the hoop.</td>
<td>-How quickly can the group pass the hoop around the circle twice?</td>
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<td>-Please do not let go of the hands of your group.</td>
<td>-How many times around in 1 minute?</td>
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<td>-Communicate, stretch, bend and reach to accomplish the goal.</td>
<td>-Can we combine two groups and use two to three hoops?</td>
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<td></td>
<td>-The object of the game is to see how quickly you can pass all the members of your group through the hoop without letting go of hands.</td>
<td>-Can we do one large group with three to four hoops?</td>
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<td></td>
<td>-Discuss with the students the importance of healthy choices.</td>
<td>-The hoops represent the arteries that carry blood throughout the body.</td>
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<td>-The groups represent the blood in the body.</td>
<td>-Blood needs help to pass through our arteries, much like we need help to pass through the hoops.</td>
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<tr>
<td></td>
<td>-We can help the blood by making healthy choices that keep us fit for learning.</td>
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### UNIT: READY, SET, GO

**Objectives:** Collect and sort fruit & veggie containers.

**Asset Categories:**
- Constructive Use Of Time
- Empowerment
- Social Competencies

**Equipment:** Empty and clean boxes or cans of fruits/veggies or juice. Two large containers (milk crates or paper bags) for each team. Label one “fruit” and one “vegetable”.

**P.E. Standard:**
- Grade 3 - 3.3 - Aerobic Capacity
- Grade 3 – 5.6 – Group Dynamics
- Grade 4 – 1.1 ,1.4 – Body Movement
- Grade 4 – 2.1, 2.2 – Movement Concepts
- Grade 4 – 3.3 - Aerobic Capacity

**Grades:** 3-4

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<tr>
<td><strong>The Great Fruit &amp; Veggie Race</strong></td>
<td>- Arrange group in two or more teams, and have each team line up on opposite sides of an open space.</td>
<td>- Sort by color</td>
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<td></td>
<td>- Place fruit/vegetable containers in the middle of the space, between the two teams.</td>
<td>- Older students may be introduced to key nutrients and sorts by “lots of vitamin C” or “little vitamin C”.</td>
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<tr>
<td></td>
<td>- On the start cue, each team member takes turns running to grab a fruit/vegetable container and returning to their team to sort the items.</td>
<td>- Search for an item that meets the description called out by the leader. For instance, the leader calls out “orange fruit” and the team members in line run out and find an orange fruit to return to their teams. The next person in line searches for a different item, such as “green vegetable”.</td>
</tr>
<tr>
<td></td>
<td>- The team with the most items sorted correctly wins.</td>
<td>- Options include: part of plant, color, how the food is typically served (morning juice, lunch bag fruit, dried fruit snack, mashed vegetable, etc)</td>
</tr>
<tr>
<td></td>
<td>- After two rounds, change the movement patterns (i.e. skipping, walking, running, etc.).</td>
<td>- Several fruits and vegetables will meet the description, so be sure to have enough items for the children to collect.</td>
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<td></td>
<td></td>
<td>- This can also be played as a quiet brainstorming game; the small team or individual who lists the most items in each category wins (offer fruit stickers, or the opportunity to choose the fruit or vegetable for snack).</td>
</tr>
</tbody>
</table>
**UNIT:** READY, SET, GO  
**Grades:** 3-4

**Objectives:** Warm up for vigorous activity

**Equipment:** Markers for boundaries (cones, tape, etc) and whistle (start and stop signal)

**Asset Categories:** Constructive Use Of Time  
Empowerment  
Social Competencies

**P.E. Standard:** Grade 3 - 1.1 – Chase/Flee,  
Grade 4 – 1.1 - 1.4 – Body Management

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| Ogre    | -Have the children all line up at the start line.  
-Establish boundaries where the students can run, jump, skip, etc.  
-To begin, all healthy snacks except for the tagger (Ogre) who is in the middle of the play space are lined up at the start line.  
-The Ogre will try to tag as many snacks as he/she can as players walk across our river of milk.  
-When snacks yell, “Ogre, Ogre are you hungry?”  
-Ogre says “Yes, I’m hungry.”  
-When Ogre says, “Yes, I’m hungry!” all snacks try to get to the other side without being eaten (tagged).  
-When tagged, players become one of the Ogre’s helpers.  
-Ogre can respond “No” more than 3 consecutive times.  
-Play until all snacks are tagged except one. Last player tagged becomes the next Ogre.  
-Continue using different movement patterns (skipping, jumping, etc). |
How Many Teaspoons of Sugar Do You Think Is in a 12 oz. Can of Soda?

Materials:
- 3 beverages in 12 oz. cans
- 3 paper plates
- Container with lid containing at least a cup of table sugar
- Measuring spoons
- A calculator

Directions:
Find three soda cans and take note of how much sugar is on the Nutrition Facts label. Some popular sodas are here:
- Coca Cola® 40 grams
- Sprite® 39 grams
- Pepsi® 42 grams
- Mountain Dew® 46 grams

One teaspoon of white sugar equals about 4.6 grams.

Now get a calculator and divide the number of grams in your soda by 4.6. That will give you the number of teaspoons. Then, using your measuring spoons, scoop out that many teaspoons of sugar onto each plate.

That is how much sugar you drink when you drink a can of soda.

Source: Kaiser Permanente
Of the beverages analyzed, percent of milk in milk-based carbonated beverages varied considerably.

Source: Dairy Council of California © Dairy Council of California 2004
May be duplicated for educational purposes.

### 1% MILK
- **Calories**: 128
- **Total Fat**: 2.5g
- **Carbohydrates**: 16g
- **Protein**: 11g

### 1% CHOCOLATE MILK
- **Calories**: 172
- **Total Fat**: 2.6g
- **Carbohydrates**: 29g
- **Protein**: 9g

### 100% ORANGE JUICE
- **Calories**: 110
- **Total Fat**: 0g
- **Carbohydrates**: 27g
- **Protein**: 2g

### BOTTLED WATER
- **Calories**: 0
- **Total Fat**: 0g
- **Carbohydrates**: 0g
- **Protein**: 0g

### FRUIT DRINK
- **Calories**: 138
- **Total Fat**: 0g
- **Carbohydrates**: 35g
- **Protein**: 0g

### SPORTS DRINK
- **Calories**: 50
- **Total Fat**: 0g
- **Carbohydrates**: 14g
- **Protein**: 0g

### COLA
- **Calories**: 101
- **Total Fat**: 0g
- **Carbohydrates**: 28g
- **Protein**: 0g

*Of the beverages analyzed, percent of milk in milk-based carbonated beverages varied considerably.

Source: Dairy Council of California © Dairy Council of California 2004
May be duplicated for educational purposes.
Most popular drinks are full of sugar! Use this evidence chart to help you compare how much sugar is in your favorite beverages. Find your favorite drink in the list, or write it down in the chart.

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Serving Size</th>
<th>Percentage of drink that is carbohydrate (sugar)</th>
<th>Grams of carbohydrates in one serving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gatorade®</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Powerade®</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red Bull®</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coke®</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pepsi®</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Root beer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lemonade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Up®</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sprite®</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apple juice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orange juice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now look for the Nutrition Facts chart on the drink container or label. First look for "Serving Size". Enter that in the chart. Then look for a number for "Total Carbohydrates". Write that number in the chart. Then write down the grams of sugar in the column on the right.

- Which drink is highest? Which is lowest?

- Are there any drinks that have more than one serving in the container? If you drink that whole container, you are getting much more sugar than if you just drink one serving.

- Be on the lookout for sugar!
Wow!

Cool!

Can I play, too?

Sure, c'mon!

Wait! (pant! Stop! (pant pant) I need to KEST!

OK, we can sit down for a minute.

That's the hardest game I've ever played. But you're not even breathing hard.

I'm just used to it because I practice a lot. If you want, you can do it, too.

I could never be like you. I get tired too fast.

Yeah, I know what you mean. I used to be like that too.

YOU! But you're so GOOD!

Now I am. But when I was your age, I couldn't do much of anything without getting tired.

I never went outside to play, and I watched TV all the time.

I was always the last one to get picked. I was too slow and got tired before the other kids. I wanted to be faster and play better, but I didn't know how.

Then one day our health teacher said that eating healthy food and being active every day would make our bodies stronger so we could play harder.
I wanted to have a strong body and to play harder. So I decided to do what she said.

I started choosing healthy foods to eat.

I started playing outside... and watch less TV after school.

Even my friends noticed something was different about me.

I started doing better in school, too. My teachers couldn't figure it out.

I felt better. I looked better. I could tell I was becoming a different person.

After a while, eating right and playing just became a habit. I just did it.

Now I have plenty of energy and get better grades in school. My friends and I play together a lot.

Do you think I can do it? That's a lot to remember.

You can do it. All you have to do is EAT SMART! PLAY HARD! The rest will come by itself. You'll see.

EAT SMART! PLAY HARD! I can remember that!

And I'll help you. We can do it together. That will be tons of fun!

Yeah! Let's go!
Power Panther’s Transformation

that you have read the comic, see if you can answer these questions about it.

1. What does the boy notice about the Power Panther at the beginning of the story?
   a) He drives a sport car.
   b) He plays basketball really well.
   c) He loves cats and dogs.

2. How does the Power Panther describe himself when he was younger?
   a) He was full of energy.
   b) He was tired all the time and did not have much energy.
   c) He couldn’t remember what he was like when he was younger.

3. What did the Power Panther do?
   a) He did nothing and still has no energy.
   b) He learned to play the piano.
   c) He began to eat healthy food and be more active.

4. What happened to the Power Panther after he did this?
   a) He got awards for his piano playing ability.
   b) He continued to sleep all the time.
   c) He got stronger and was better in the sports he was playing.

5. What does the boy decide to do at the end of the story?
   a) He decides to study harder and do all his homework.
   b) He decides to Eat Smart. Play Hard. like the Power Panther.
   c) He decides to quit playing basketball and go get an ice cream cone.

6. List two things you can do to be more like the Power Panther.
• Positively remind your child of his/her weight goals - review goal sheet together.

• Speak with your child in a calm and understanding manner.

• Continue to motivate your child with positive phrases and rewards.

• Give your child a choice between fruits, veggies, or other healthy choices as second helpings.

• Prepare and cook vegetables in a new way that is appealing to your child.

• One bite rule - explain to your child that he/she must try at least one bite of any new food...if after one bite, he/she does not like it, the dish does not have to be finished.

• Involve your child in making a shopping list and explain the importance of sticking to the list when you are in the market.

• Ask your child which healthy snacks they like the most and are willing to eat. Make sure to give choices.

• Ask your child to make a healthy snack with you.

• Offer milk or water instead of soda.

• Make water enjoyable to drink - put in water bottles or sports bottles and squeeze some fresh fruit in it (i.e. lime).

• Explain to your child why it is important for the body to have balanced meals.

• Control portion size of meals and snacks.

• Get your child involved in many activities so that they are not sitting around the house all day (sports, art, music, and more).

• Make activity fun and playful so your child will want to do it.
How I plan to stay on track with my...

Healthier Eating Habits

Activity and Exercise

Healthier Body

GOOD HEALTH
Certificate of Accomplishment
Awarded to

___________________________________  __________________________________

Student Name

You’re a fit for learning™ Student

___________________________________  __________________________________

Date  Teacher

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