

# Fishin' for Nutrition

Includes  
Bonus  
Fitness  
Activities



fiveLife  
FOR  
PROGRAM



FIVE FOR LIFE ACTIVITY HANDBOOK



# **Five for Life Program Fishin' for Nutrition Handbook**

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# to the teacher

The Five for Life Fishin' for Nutrition Program teaches nutrition concepts in a fun and active setting. Through delivery of activities students will learn to choose a variety of foods and make sensible choices based on nutrition content while improving fitness and motor skills.

### Navigating the Book

Detailed introduction pages are included at the front of this handbook and provide instruction on all the Fishin' for Nutrition key concepts of the Food Groups, Everyday Foods and Sometimes Foods, The Recommended Daily Amounts (RDAs) Chart, Food Labels, Macronutrients and Micronutrients. These pages can be copied and handed out to students.

### Food Groups

The first introductions help students categorize foods into the five food groups, oils and empty calories. Each of the Food Group Pages includes a definition, a MyPlate recommendation, essential questions to help students apply the concepts, and examples of “everyday” foods and “sometimes” foods from each food group.

### Everyday Foods and Sometimes Foods

The terms “everyday” and “sometimes” replace the terms “healthy” and “unhealthy.” Describing foods as unhealthy may have a negative connotation for younger students. In the real world, people eat sometimes foods. Categorizing a food as sometimes may help students understand and differentiate between what they can consume every day and what they should reserve for special occasions and eat in moderation. Introducing the concept of everyday foods reminds students that they need to eat a variety of healthy foods from every food group each day. The Everyday Foods and Sometimes Foods Pages provide examples of food found throughout the Fishin' for Nutrition activities.

### Recommended Daily Amounts (RDA) Chart

The RDA Chart, developed by the U.S. Department of Agriculture (USDA), provides guidelines of the recommended daily intake from each MyPlate food group. Recommendations are given for each food group, oils and empty calories. This quick guide is used in a variety of activities and shows RDAs by gender and age for K-12 students.

### Food Labels

Increasing food label literacy will help students apply what they are learning in class to their daily lives. Students use critical thinking to evaluate the nutrition information such as serving sizes, number of calories in a serving, percent daily value of sodium, macronutrients and micronutrients. Students will also discern misinformation or deceptive tactics. In addition, they will compare and contrast a food label to choose an everyday food.

Fishin' for Nutrition has two specific food label activities and four additional activities with food label variations. In addition, the teacher can easily modify other activities to include food labels. The Resource CD has 144 food labels for use throughout the curriculum.

### Macronutrients

Macronutrients (carbohydrates, fat and protein) provide energy for the body. This information page gives a succinct introduction and contains facts about how the body uses macronutrients and the amount of each macronutrient to consume.

continued



## Micronutrients

Micronutrients are essential vitamins and minerals found in food. The Micronutrients Page explains the function of vitamins and minerals in the body and common food sources that provide each micronutrient.

## Safety

The Safety Page can be copied and used as a poster. The Safety Page contains cautionary instructions and should be read aloud to students prior to the use of the fishing poles.

## Card and Poster Guide

The Card and Poster guide provides examples of a Food Card, Nutrition Card, Food Label Card and various posters utilized in the Fishin' for Nutrition activities.

## Equipment Use

This is a list of equipment needed for the Fishin' for Nutrition activities. It is in order of frequency of use and includes page numbers for reference.

## Activities

The Fishin' for Nutrition activities are divided into seven sections: Healthy Eating, Food Groups, Recommended Daily Amounts (RDAs), Macronutrients, Micronutrients, Linking Nutrition to Body Systems and Bonus Activities. Each section begins with a Section Guideline that states the learning goals, objectives, key vocabulary, a list of activities, essential questions and standards addressed. The sections include a variety of activities that provide an articulated progression of learning for the section's theme.

## Appendix and Vocabulary

The appendix contains a detailed description of how to perform the 29 exercises used in the Fishin' for Nutrition activities. A glossary of key vocabulary follows the appendix.

## Resource CD

The Resource CD contains printable materials such as posters, food labels, and MyPlate puzzle cards utilized in the activities.

## Standards-based Program

A review of national and state standards revealed the common thread used for our program design that includes content, objectives, activities and assessments. In addition, the alignment to NASPE and Common Core State Standards for English and Language Arts are noted in the section guidelines. Beginning with the end in mind helps create a standards-based program for nutrition education. Standards for nutrition education share common themes like healthy eating, food groups, Recommended Daily Amounts (RDAs), food for energy, food labels and vitamins and minerals. The Fishin' for Nutrition program is completely aligned with national, state and Common Core State Standards.

## Assessments – Ensuring Student Learning

The Fishin' for Nutrition Program provides a variety of formative assessments integrated throughout the handbook (e.g. reflective questions, teacher observation, peer assessment, answers through movement and worksheets). They offer students multiple opportunities to demonstrate mastery of content and standards. Formative assessments help students build essential knowledge and help the teacher ensure student learning has occurred. Students will build a body of knowledge as the teacher uses formative assessments to check for student understanding.

continued



## Navigating the Activities

**Each Fishin' for Nutrition activity includes the following:**

- Measureable objective(s) that links to the assessment
- Content explanation identifying the essential information taught in the activity
- Clear and precise directions with a diagram for activity set-up and delivery
- Activity-specific assessment(s) that allows students to demonstrate knowledge and skills
- A list of required equipment for each activity

Some activities call on students' prior nutrition knowledge. Look for Activates Prior Knowledge along the left side of the of the activity page. A quick review of the content may assist students to execute the activities.

### Healthy Eating

The first six activities, located in the Healthy Eating section, focus on students using critical thinking and reasoning skills to discern healthy food choices. Activities in this section demonstrate healthy eating concepts. Students will differentiate between foods they can eat every day and sometimes foods. They will compare and contrast snacks, breakfast, lunch and dinner foods, and conceptualize how individual foods are combined to make a balanced meal. Finally, students will recognize, describe and practice using food labels.

### Food Groups and Recommended Daily Amounts (RDAs)

In this section, students begin to learn the nutritional content of food. The lessons emphasize the importance of eating a variety of foods to obtain the correct balance of nutrients required to maintain optimum health, growth and vitality. The activities located in the Food Group and Recommended Daily Amounts (RDA) sections address standards for food identification and classification. Activities in these sections introduce the food groups, MyPlate, oils, empty calories and RDA. Students will recognize foods, classify foods into food groups, and discuss how foods are measured. Students will also establish calories as the unit of measurement for the amount of energy provided by food.

### Macronutrients and Micronutrients

The activities located in the Macronutrients and Micronutrients sections address standards concerning how nutrients provide energy for optimum growth. These sections introduce students to the concept that macronutrients are energy. Students learn that the food they eat provides them the energy to work, grow and play. The concept that food is energy is woven into and reinforced throughout the activities. Additionally, activities present micronutrients (vitamins and minerals) as essential substances necessary for the body to function normally, fight germs and heal damaged cells and contained in a variety of nutrient-dense foods.

### Linking Nutrition to Body Systems

The activities in this section address standards about promoting healthy behaviors. These activities link nutrition to the health of our skeletal, muscular and cardiorespiratory body systems.

### Hook, Roll and Sinkers – Bonus Activities with the InfoCube

Bonus activities introduce essential fitness concepts such as, the Five Components of Health-Related Fitness and intensity. These activities keep students moving while intentionally improving or maintaining fitness.

Fishin' for Nutrition is designed to give students access to vital nutrition information through fun and engaging activities, and help students create good nutrition habits to build a healthy lifestyle.





## Fruits Group

### EVERYDAY FOODS

- Apples
- Bananas
- Grapes
- Oranges
- Peaches
- Pineapple
- Strawberries
- Blueberries
- Watermelon
- Raisins

### SOMETIMES FOODS

- Fruit Rolls/Snacks
- Dried Fruits w/ added sugar
- Fruit Pie
- Fruit Juice

Fruit comes from a plant, is free of fat and cholesterol and is loaded with health-promoting carbohydrates, fiber, vitamins and nutrients. Each fruit has different nutrients. A balanced diet that includes a variety of fruit can reduce risk factors for some chronic diseases.

**Fruits add color and sweetness to meals**

#### Essential Questions:

- What do fruits do for your body?
- When do you most like to eat fruits and why?

## Vegetables Group

### EVERYDAY FOODS

- Spinach
- Lettuce
- Cucumber
- Squash
- Peas
- Broccoli
- Carrots
- Green Beans
- Zucchini

### SOMETIMES FOODS

- Potato or Veggie Chips
- French Fries
- Onion Rings
- Tempura

Vegetables are plants (or come from plants), contain no fat or cholesterol and are low in sugar. Vegetables are a rich source of carbohydrates and provide health-enhancing fiber, vitamins and minerals. A balanced diet that includes a variety of vegetables can reduce risk factors for some chronic diseases.

**Make ½ of your plate fruits and vegetables**

#### Essential Questions:

- What vegetables can you grow at home?
- How much of your plate has vegetables at breakfast/lunch/dinner?



## Food Labels

**Start Here**

**Check Calories**

**Limit these Nutrients**

**Get enough of these Nutrients**

**Nutrition Facts**

Serving Size 2 waffles (70g)  
Servings Per Container 4

**Amount Per Serving**

**Calories** 190 Calories from Fat 70

**%Daily Value\***

**Total Fat** 8g **12%**  
Saturated Fat 2g **40%**  
Trans Fat 0g

**Cholesterol** 15mg **5%**

**Sodium** 370mg **15%**

**Total Carbohydrate** 27g **9%**  
Dietary Fiber <1g **2%**  
Sugars 2g

**Protein** 5g

Vitamin A 20% • Vitamin C 0%  
Calcium 25% • Iron 25%  
Thiamin 20% • Riboflavin 20%  
Niacin 20% • Vitamin B6 20%  
Folate 15% • Vitamin B12 20%  
Phosphorus 20%

\* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:

	Calories: 2,000	2,500
Total Fat	Less than 65g	80g
Sat Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carb	300g	375g
Dietary Fiber	25g	30g

**Ingredients:** ENRICHED FLOUR, WATER, VEGETABLE OIL, BUTTERMILK, EGGS, BAKING SODA, SODIUM ALUMINUM PHOSPHATE, MONOCALCIUM PHOSPHATE, SUGAR, SALT, SOY LECITHIN, CALCIUM CARBONATE, A VITAMIN, B VITAMIN

**Contains:** Milk, Egg, Wheat, Soybeans

Measure of one serving of the food

Number of servings in a container

Total calories in one serving

Total fat in one serving

Amount of saturated fat in total fat

Total sodium in one serving

Total carbohydrates in one serving

Amount of fiber in carbohydrates

Amount of sugars in carbohydrates

Total protein in one serving

Percent of daily value vitamins and minerals

Ingredients used to make food product

Listed allergens



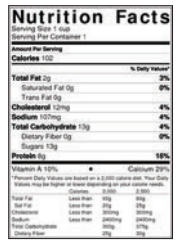
Sample instructions from the U.S. Food and Drug Administration

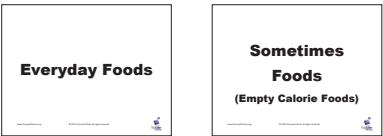


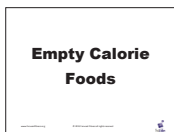




## Fishin' for Nutrition Card and Poster Guide

Use the guide below to differentiate the various Fishin' for Nutrition Cards and Posters.

CARDS	EXAMPLE
<b>Food Card (Part of Kit)</b> Food cards provide image and sight word.	 <b>1% Milk</b>
<b>Nutrition Card (Part of Kit)</b> Nutrition cards provide nutrition information, serving sizes, and categorize foods by the food groups.	
<b>Food Label Cards (Resource CD)</b> Print food labels from the Resource CD and cut. Tip: Food labels work best when laminated.	

POSTERS on the Resource CD	EXAMPLE
<b>Everyday Sometimes Foods Posters</b>	
<b>Food Group Posters' (Used in Healthy Eating and Food Group Activities)</b>	
<b>Food Label Pond Posters</b>	
<b>Empty Calorie Food Poster</b>	



POSTERS ON THE RESOURCE CD	EXAMPLE
MyPlate Poster	
Food Measurement Posters	
Recommended Daily Amounts (RDA) Chart	
Macronutrient No Macronutrient Posters	
Macronutrient Posters	
Row Your Boat to Build Your Bones Posters	
Row Your Boat to Build Your Muscles Posters	
Row Your Boat to Build Your Cardiorespiratory System Posters	
Activity Diamond with Description 11x17	
Activity Diamond	



## Equipment and Resources

In order of Use

Equipment	Page
Cones	22, 24, 26, 28, 30, 34, 40, 42, 44, 49, 53, 55, 60, 62, 65, 67, 72, 74, 79, 81, 83
Fishing Poles	22, 24, 26, 28, 30, 34, 40, 42, 44, 49, 53, 55, 60, 62, 65, 67, 72, 74, 79, 81, 83
Hula Hoops	25, 28, 34, 40, 42, 44, 53, 55, 67, 79, 81, 83
Nutrition Cards	53, 60, 62, 65, 67, 72, 74, 79, 81, 83
InfoCube	42, 51, 60, 65, 72, 74, 88, 90, 92
InfoCube Cards	42, 51, 60, 65, 72, 74, 88, 90, 92
Food Cards	22, 24, 26, 28, 42, 44, 49, 55
Exercise Mats	24, 44, 55, 72, 74, 79, 81, 83
Whiteboard	34, 55, 60
Dry Erase Marker	34, 55, 60
Scooters	79, 81, 83
Poly Spots	67, 90
Foam Balls	49, 60
Step boxes	67

Focused Fitness Resources	Page
Jump Ropes	67
Calculators	53
Pencils	53





## Healthy Eating

**Healthy Eating** is eating the correct daily amount of food from all food groups. Variety, proportionality and moderation are keys to healthy eating.



### Activities & Games:

- Everyday Foods vs. Sometimes Foods
- Snack Time Swipe
- Meal Planning
- Food Factory – Creating Combination Foods
- Food Label Frenzy
- Food Label Showdown

### Essential Questions:

- What is healthy eating?
- Are your eating habits healthy? How do you know?
- How do you fuel your body well?

### Learning Goals:

- Understand healthy eating and good nutrition
- Understand food labels and their link to healthy eating

### Learning Objectives:

- Distinguish between everyday foods and sometimes foods
- Design meals that include a variety of foods from each food group plus oils and/or empty calories
- Read, compare and analyze food labels

### Assessment:

- Formative assessments included throughout each activity:
  - Sit, Stretch and Reflect
  - Teacher observation
  - Reflection questions
  - Peer check
  - Meal Planning Worksheet
  - Exit question

### Key Vocabulary:

- Calorie
- Calories from Fat
- Calories per Serving
- Combination Foods
- Dairy
- Diet
- Empty Calories
- Everyday Foods
- Fiber
- Food Groups
- Food Label
- Fruits
- Grains
- Macronutrients
- Minerals
- MyPlate
- Nutrient
- Oils
- Protein
- Protein Foods
- Saturated Fats
- Serving Size
- Sodium
- Sometimes Foods
- Sugars
- Total Carbohydrate
- Total Fat
- Unsaturated Fats
- Variety
- Vegetables
- Vitamins





## NASPE Standards:

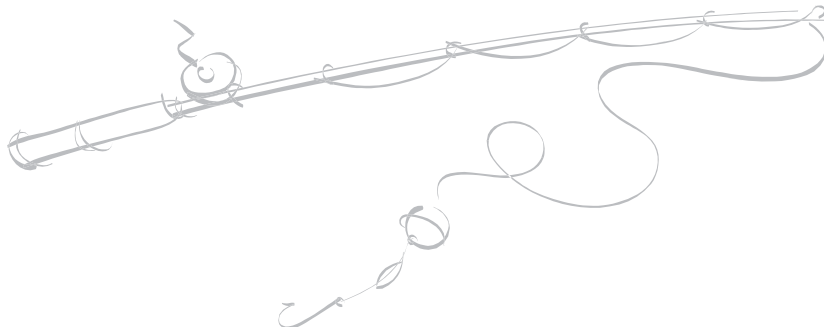
- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2:** Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.
- **Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- **Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## Common Cores State Standards Alignment:

In this unit students can master or move toward mastery of the following Common Core State Standards for English and Language Arts:

### Reading Anchor Standards:

- **Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **Standard 7:** Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.
- **Standard 9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently.



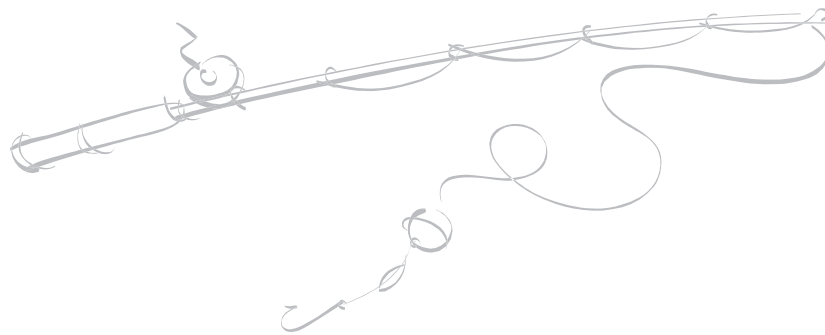


### Speaking and Listening Anchor Standards

- **Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Standard 3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **Standard 4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Language Anchor Standards:

- **Standard 1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- **Standard 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **Standard 5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **Standard 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.





## Everyday Foods vs. Sometimes Foods Fishing

### Objective:

Students classify foods as everyday foods and sometimes foods.

### Equipment:

- Resource CD:
  - Everyday Foods and Sometimes Foods Posters
  - Everyday Foods, Sometimes Foods, and Empty Calorie Posters (variation)
- Cones
- Fishing Poles
- Food Cards

### Explanation:

Your body needs a variety of foods to stay healthy, feel and move better and live a longer, healthier life. When selecting foods, classify or sort foods into two categories: “everyday foods” and “sometimes foods.” Everyday foods are healthy foods you can eat every day because they give your body plenty of essential nutrients. Bananas, beans, boiled eggs and peanut butter are examples of everyday foods.

However, sometimes foods are foods you should eat once in awhile or not at all because they do not provide many essential nutrients to your body. Bacon, potato chips and candy are examples of sometimes foods.

### Directions:

1. From the Resource CD, print one Sometimes Foods and Everyday Foods poster for each team (see Direction #3) and post them around the perimeter of the gym.
2. In the center of the gym, form a “pond” by spreading the Food Cards face down. Set up cones as fishing pole holders around the edge of the pond.
3. Divide the class into 10-15 teams (strive for groups of 2-3 students). Instruct each team to stand in front of a pair of posters.
4. On the “go” signal, one student from each team goes to the pond, takes a fishing pole out of a cone and catches one Food Card using the magnet on the fishing pole. Before returning to their team, students place their fishing pole back in the cone.
5. Students take their Food Card back to their team’s posters and place it under the correct poster, either Everyday Foods or Sometimes Foods. Instruct the students to look at the Food Card picture, read the food name, and if they cannot figure out the correct poster, then ask their teammates.
6. Repeat this process for a set amount of time, or until all the Food Cards are collected.
7. Instruct teams to gather in a huddle in front of their posters. Have them double-check their cards to make sure they placed them in the proper group.
8. Have a student from each group name one Food Card from their everyday foods group and one from their sometimes food group. Check for student understanding and clarify foods classified in the wrong food group.

### Variation:

- For upper level progression, have students sort foods into three categories: 1) everyday foods, 2) sometimes foods and 3) empty calorie foods.

continued

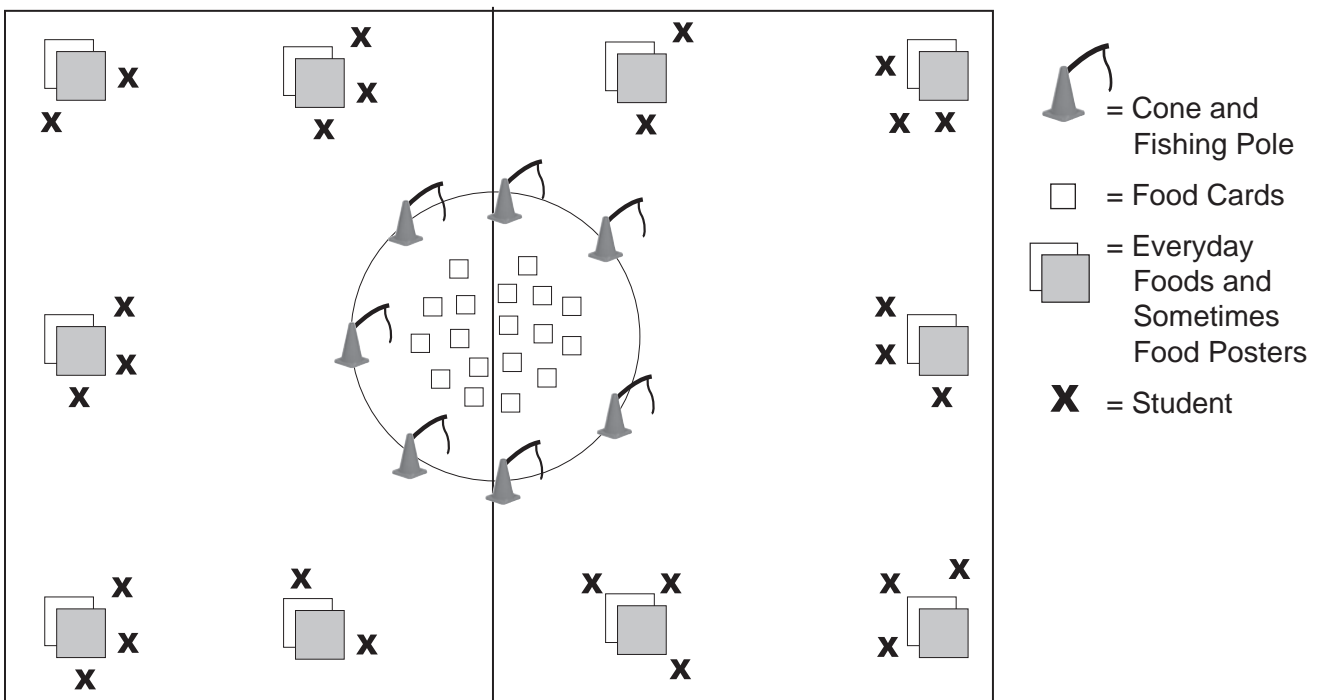


## Everyday Foods vs. Sometimes Foods Fishing - continued

### Assessment Ideas:

- Observe categories where students place their cards to check for understanding.
- Sit, Stretch and Reflect: Students form a circle and sit. Lead students in a static stretching routine and ask for volunteers to answer the following questions or call on individual students:
  - Is \_\_\_\_\_ an everyday food or a sometimes food? (Choose a food that is commonly misplaced).
  - Why should we limit the amount of sometimes food in our diet?
  - Why is it important to eat a variety of foods from each food group? (This can be a pre-assessment for future activities).

### Diagram:







## Row Your Boat to Build Your Bones

### Objective:

Students will explain the role of the Vitamins C, D, K, Calcium, Phosphorus, and Magnesium for the skeletal system.

### Explanation:

In order to build strong bones and teeth, your body needs the mineral calcium. The minerals phosphorus and magnesium, and the vitamins C, D and K, assist the body to absorb necessary calcium.

Calcium, phosphorus, and vitamin D are in dairy foods. In addition, you can receive calcium, magnesium and vitamins C and K from leafy green vegetables like broccoli, kale and spinach.

Fish, such as salmon, contain vitamin D. Phosphorus is also found in seeds and grains.

A variety of foods is essential to provide the necessary micronutrients for your body to build strong bones.

### Equipment:

- Resource CD:
  - Row Your Boat to Build Your Bones Posters
- Cones
- Fishing Poles
- Hula Hoops
- Exercise Mats
- Nutrition Cards
- Scooters

### Directions:

Print four sets of Row Your Boat to Build Your Bones posters from the Resource CD.

### Round 1: Calcium vs. No Calcium

1. Inside the basketball court set up 5-8 exercise mats.
2. Place Nutrition Cards face down on each mat to represent "schools of fish."
3. Place fishing poles in cones at each exercise mat (see diagram).
4. Around the perimeter of the basketball court, place two hula hoops – one for foods with calcium and the other for foods without calcium. Place the Calcium and No Calcium posters inside the designated hoops.
5. Place scooters (boats) around the perimeter of the gym. Each set of partners gets one scooter.
6. Divide the class into four teams, one for each wall of the gym. Have students find a partner within their team. If you have an odd number of students, create one team of three students.
7. Instruct partners to choose a scooter and stand next to it around the perimeter of the gym.
8. A partner from each team "rows their boat" to a school of fish and fishes for a Nutrition Card.
  - a. First Round: Sit on the scooter and use your legs to push the scooter backward.
  - b. Second Round: Sit on the scooter and use your legs to pull the scooter forward.
  - c. Third Round: Lie on your stomach on scooter and use your hands to "swim" and pull yourself to the schools of fish.
    - i. When students are swimming, they need to lay the card on the scooter to avoid bending the card.
    - ii. Students cannot visit the same school of fish two times in a row. They must visit a variety of schools.

### Prerequisite Knowledge:

- Food Labels (variation)

continued



# Fishin' for Nutrition Linking Nutrition to Body Systems

## Row Your Boat to Build Your Bones - continued

9. After catching a fish, students return their fishing pole to its cone, take the Nutrition Card, scoot back to their partner, and transfer their scooter to their partner. The second partner rows or swims to a school of fish and returns with a Nutrition Card.
10. The first partner walks his/her Nutrition Card to the hula hoops, analyzes the card for calcium, and places it either in the Calcium hoop or the No Calcium hoop. He/she returns to wait for a turn.
11. Repeat as above changing the micronutrient and its corresponding posters:
  - Round 2: Phosphorus vs. No Phosphorus
  - Round 3: Magnesium vs. No Magnesium
  - Round 4: Vitamin C vs. No Vitamin C
  - Round 5: Vitamin D vs. No Vitamin C
  - Round 6: Vitamin K vs. No Vitamin K

### Assessment Ideas:

- Observe students placing Nutrition Cards in the hula hoops during each round. Check for accuracy.
- When changing rounds, pause to reflect with the class on Nutrition Cards placed in the hula hoops. Give examples of correct classification.
- Peer assessment: Have teams switch places and review each other's classifications.
  - Ask students the following reflective questions:
    - Name a food rich in calcium (phosphorus, magnesium, Vitamin C, D, K).
    - Were you surprised by any foods high in calcium (phosphorus, magnesium, Vitamin C, D, K)?
    - What does calcium do for your body? Phosphorus? Magnesium? Vitamin C, D, K?

### Diagram:

