



FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

# HOME ACTIVITY KIT

## Hands-on Learning at Home



**Home Activity Kit**

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### Home Activity Kit Theme **The Environment**

Activities Appropriate for  
**Ages 5-12**

## BUILDING A DAM

**Objective:** By the end of the session, students will:

- Understand the elements of making a working dam
- Understand why a dam might need to be used
- Build and test their own dam

**Time Needed:** 30–45 min

**Items Needed:** Bucket of water, small trail dug in the ground (that drains and not pools) or small container to build your own river (section of rain gutter, Tupperware, or small plastic box), and popsicle sticks.

### Instructions:

- Students can discuss (student led possibly) how dams are important to civilization.
- Students can discuss different aspects of the dam (i.e. needs to stop some or most of the water, but usually not all)
- Students can utilize an outside man-made tunnel to build and test their dams (or you can use a wide tub or a section of rain gutter).
- Have a section of the area that is labeled “city” or “farmland” that can’t be flooded, but still have some of the water be able to be stopped to create a lake or other area from flooding downstream.
- Allow students to practice with different designs and test different speeds of floods.

### Voice/Choice/Leadership:

- Students can choose to test other elements of construction (bridges, towers, etc.)
- Students can choose how deep and how fast the river current will be
- Students can create different scenarios in their river area (i.e. need to allow enough water to pass the dam that a certain “city” is not flooded, etc.)

**Resource:** <https://www.pbslearningmedia.org/search/?q=build%20a%20dam>

## CATAPULT CREATION

**Objective:** By the end of the session, students will:

- Will learn about simple machines
- Understand how a catapult works
- Build their own working model of a catapult

**Time Needed:** 30-45 mins

**Items Needed:** (Per Group) 7 craft sticks, 3 rubber bands, a milk cap (or other plastic cap, and launching materials (cotton balls, ping pong balls, etc.)

### Instructions:

- Discuss the prior knowledge about simple machines (pulleys, levers, etc.)  
<http://www.mikids.com/Smachines.htm>
- Using these procedures have students or groups make their own catapult:
  - Stack 5 craft sticks together, and rubber band the ends.
  - Stack 2 craft sticks together and wrap a rubber band around the very end.
  - Separate the 2 craft sticks. Place the stack of 5 craft sticks between the 2 craft sticks.
  - Wrap a rubber band around all the craft sticks to hold the catapult together.
  - Glue a milk cap {or something similar} on to serve as a launching platform.
  - Push down on the top craft stick and release to launch an object from the milk cap
- Try launching different materials....test different variables to create greater distances or accuracy

### Voice/Choice/Leadership:

- Students can test different variables to create better accuracy or greater distance
- Students can choose what objects to launch
- Students could create distance or accuracy contests including the rules
- Students could create a different machine or model based upon simple machine concepts

**Resource:** <https://kidsactivitiesblog.com/28871/catapult-for-kids-to-make%20http://www.mikids.com/Smachines.htm>

## YEAST

**Objective:** By the end of the session, students will:

- Understand how yeast grows
- Discuss the difference in dormant and active
- Demonstrate how yeast becomes active and feeds/grows
- Practice elements of experimenting safely

**Time Needed:** 20–30 minutes

**Items Needed:** (per group) 1 package of “fast acting” yeast, warm water, 1 teaspoon of sugar, spoons, and large bowl

**Instructions:**

- Students can discuss what yeast is (use <http://sciencewithme.com/what-is-yeast/> for kid friendly examples of yeast and its classification)
- Students can discuss what yeast might do when it is warmed and has sugar to eat.
- Pour one package of yeast in a large bowl.
- Add 1/4 cup of warm water and 1 teaspoon sugar.
- Now wait about 10 minutes. When you check it, you should see bubbles.
- The bubbles you see are carbon dioxide. The yeast eats the sugar and then makes carbon dioxide. The yeast also makes more yeast, which makes even more carbon dioxide. This is why yeast is used to make bread. The carbon dioxide produced by the yeast makes bubbles in the bread dough making it bigger and fluffier.

**Voice/Choice/Leadership:**

- Students can choose to test another chemical reaction after research
- Students can use the yeast activity to understand how to make bread (and students can make a demonstration video/slideshow about that)

**Resource:** <https://www.pbslearningmedia.org/search/?q=yeast%20activities>

## FRACTION BINGO

**Objective:** By the end of the session, students will:

- Learn about fractions
- Practice their understanding of fractions
- Practice their social skills through game play and experience winning, losing and taking turns

**Time Needed:** 20 minutes

**Items Needed:** Printable Game board, dice, and colored pencils

**Instructions:**

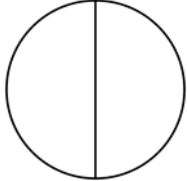
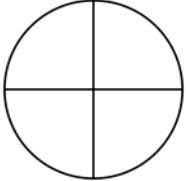
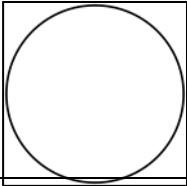
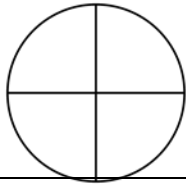
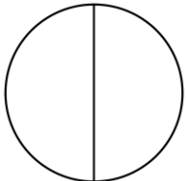
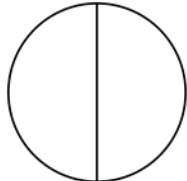
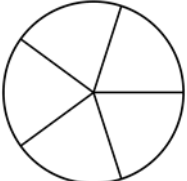


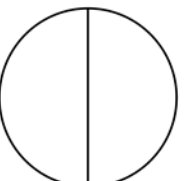
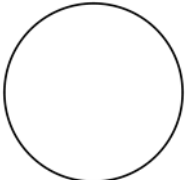
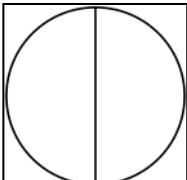
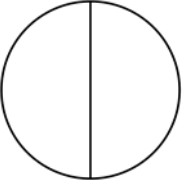
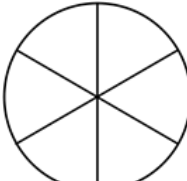
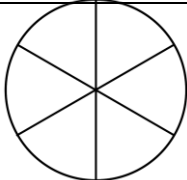
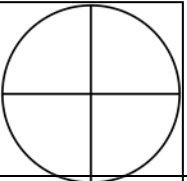
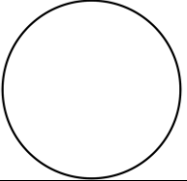

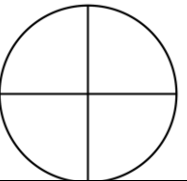

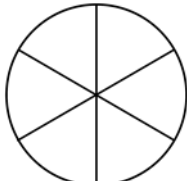
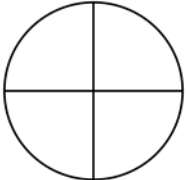
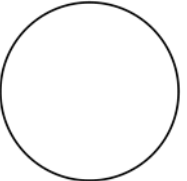

- Discuss the importance of fractions in the real world. Have youth come up with examples where they need fractions (i.e. cooking, measuring, building, etc.)
- Pass out 1 sheet to each student, pair, or small group. (Note: There are 4 different pages to utilize for the youth, so give each student/group a different random page)
- You can laminate and use dry erase markers for the most continued use of the game
- Have students roll the dice or roll the dice for the large group.
- The numbers rolled become the fraction (smallest number is the numerator and the larger number is the denominator) Use “numerator” and “denominator” as vocabulary words, not the “number on top”, etc.
- Have students color in the appropriate picture on their bingo. For example, if a 2 and a 3 are rolled, the students can color in 2/3rds of the appropriate circle. If two 4’s are rolled, the students can either color in all 4 of one in quarters or a whole piece

**Voice/Choice/Leadership:**

- Students can choose to investigate/research fractions in other ways
- Students could write a story about fractions

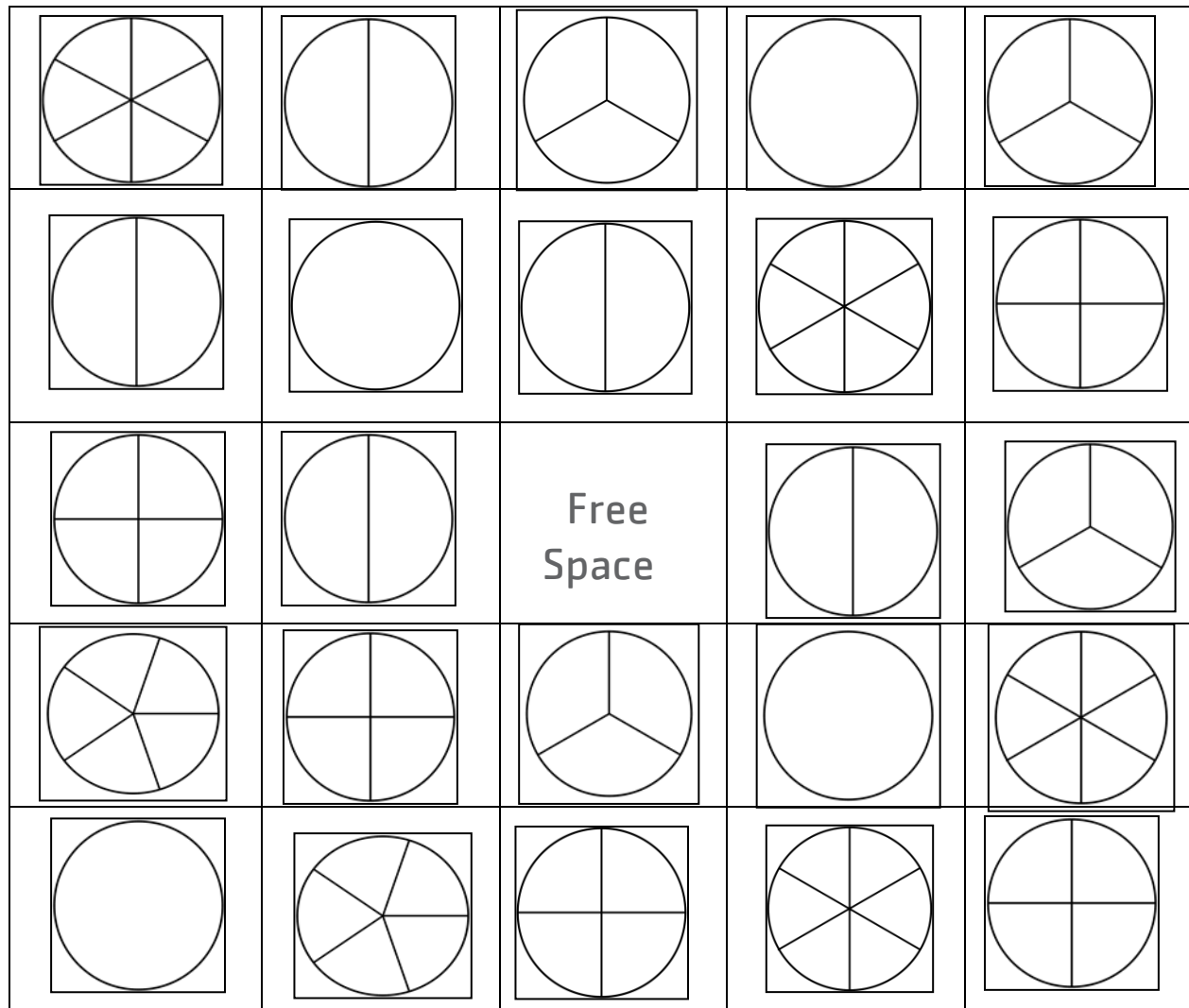
**Resource:** <https://www.schooltimesnippets.com/p/printables.html>

## Fractions Bingo

				
				
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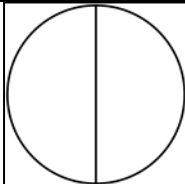
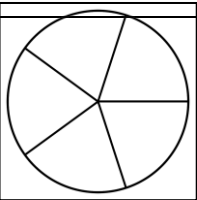
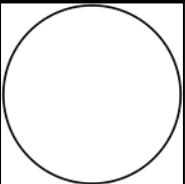
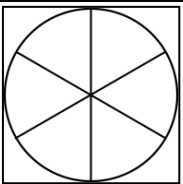
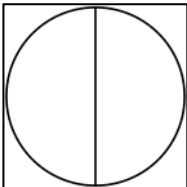
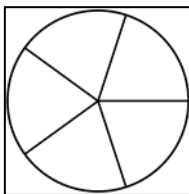
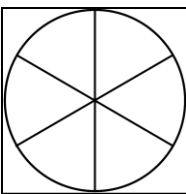
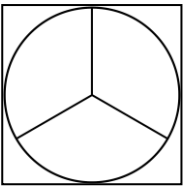
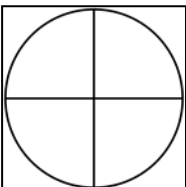
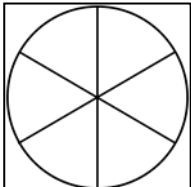
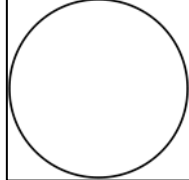
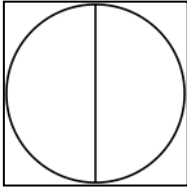
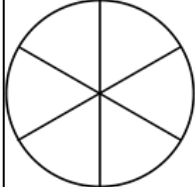
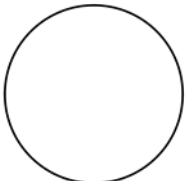
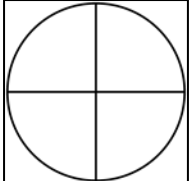
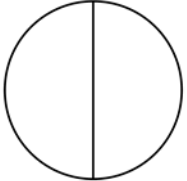
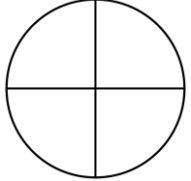
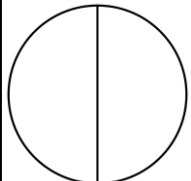
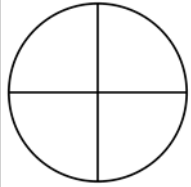
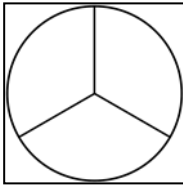
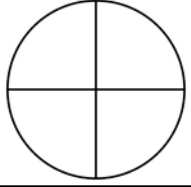
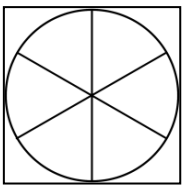
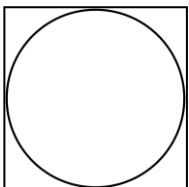
## Fractions Bingo



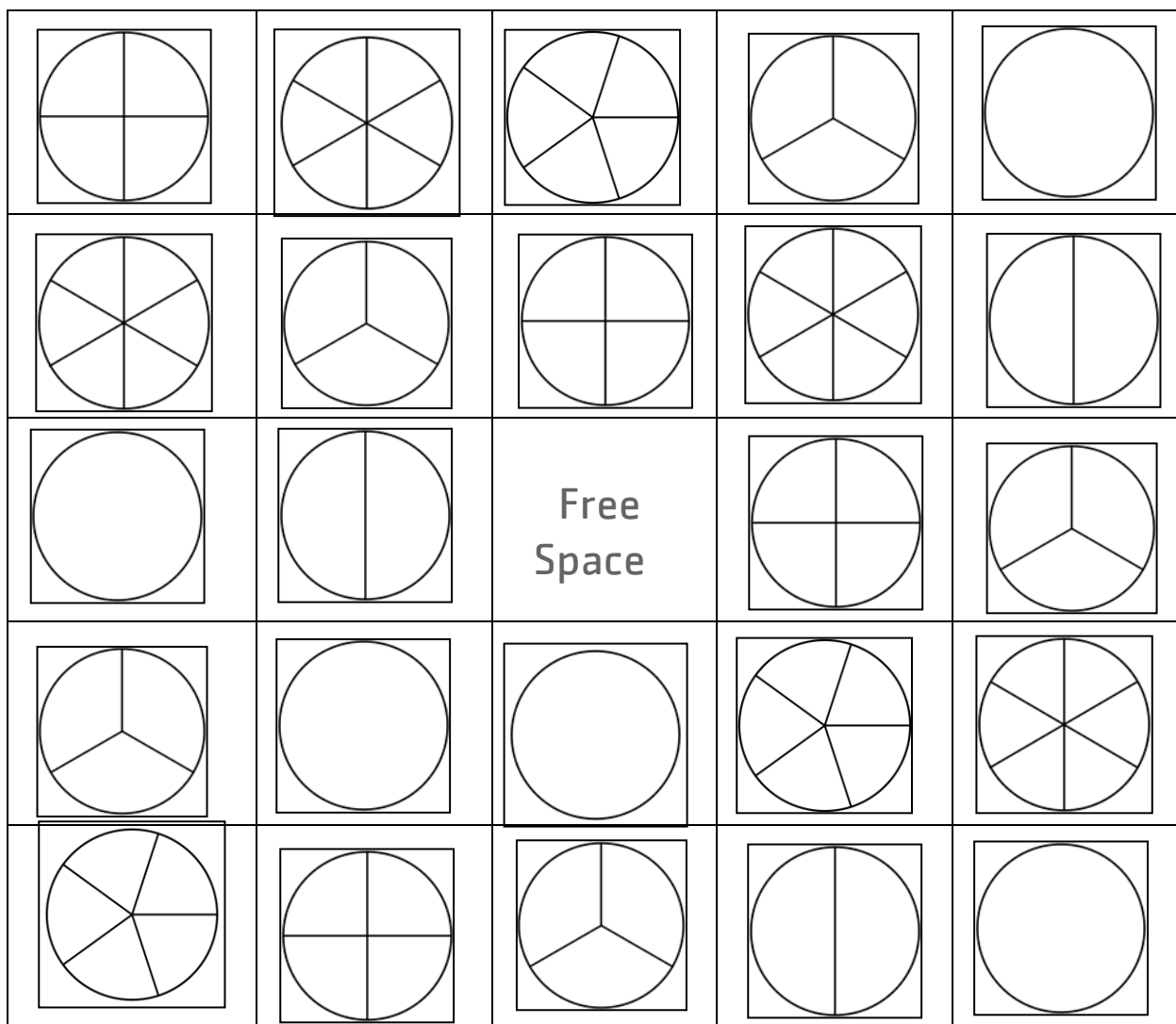
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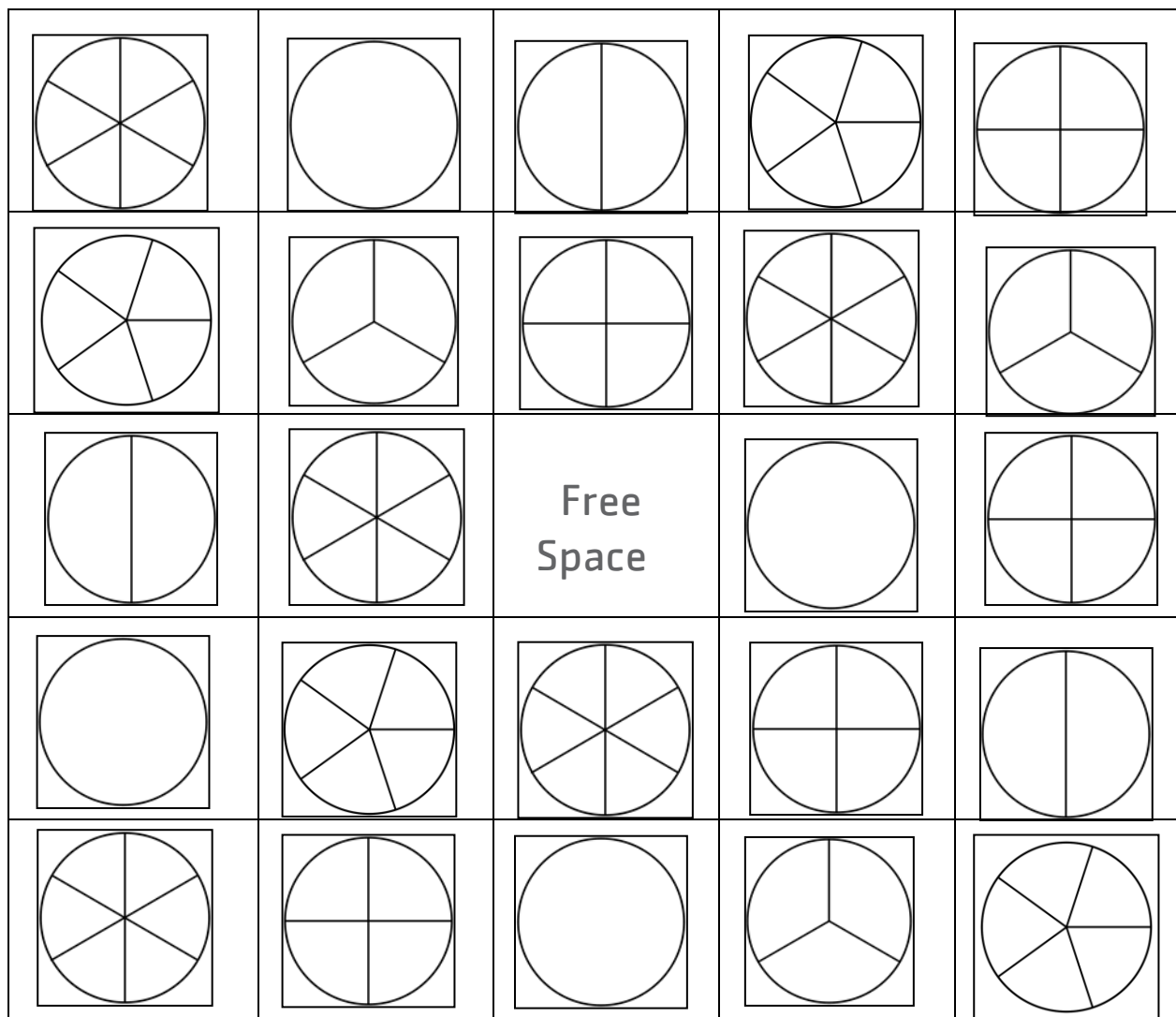
				
				
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## Fractions Bingo



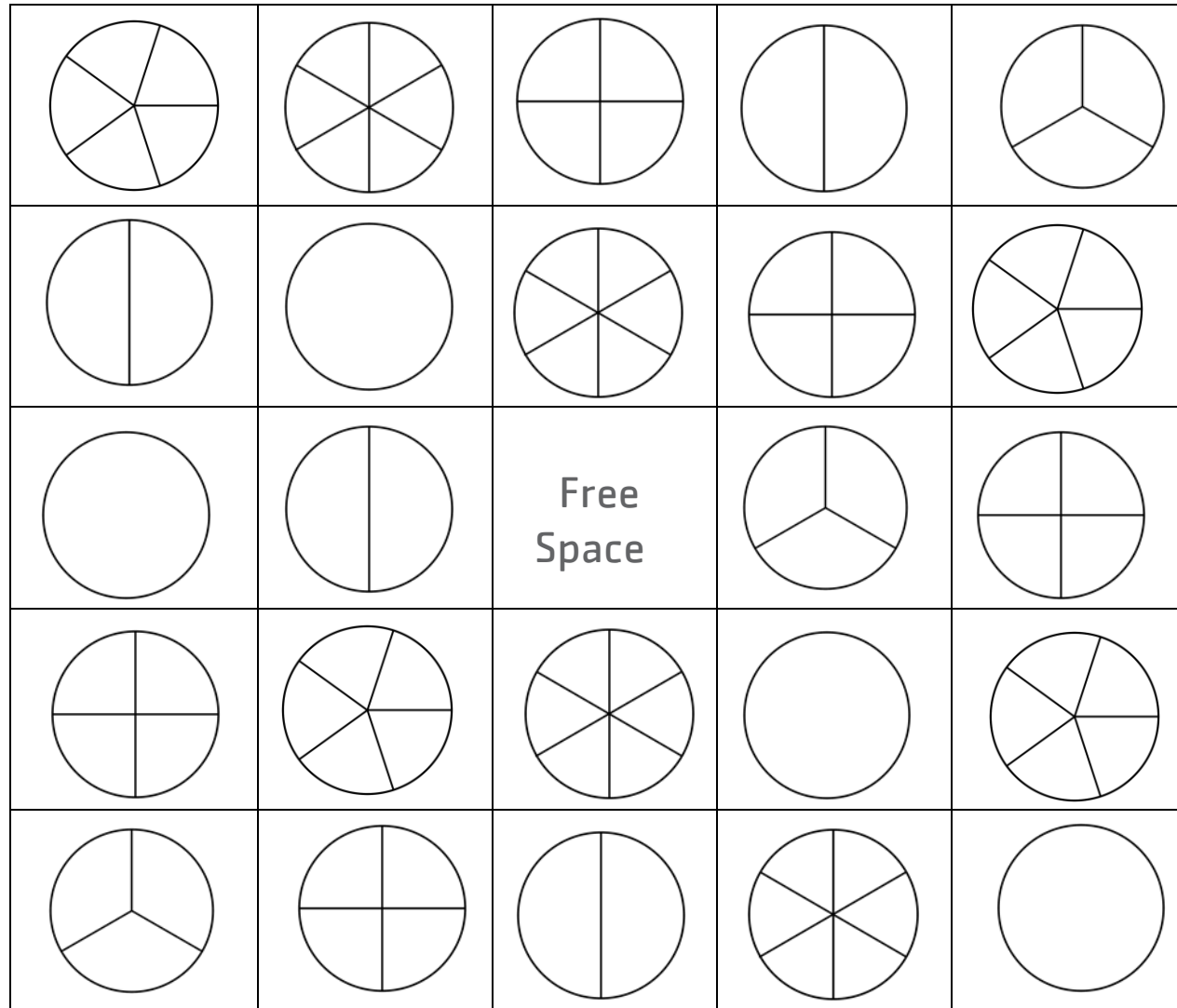
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## Fractions Bingo



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## Fractions Bingo



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## NERF GUN MATH

**Objective:** By the end of the session, students will:

- Practice different math concepts
- Show respect to others by taking turns and utilizing social skills

**Time Needed:** 30–45 min

**Items Needed:** Nerf guns, bullets, paper/chalkboard, plastic cups, and sharpies

**Instructions:**

- Students can work on a wide variety of math concepts utilizing the nerf guns (or water guns) and plastic cups.
- Cups can be labeled with a sharpie for digits 0–9.
- Younger students could shoot 3 or 4 cups (or arrange in a pyramid) and add the numbers of what they “shoot”. That could be a contest of who gets the highest amount.
- Some students could shoot 3 or 4 cups to create the largest number they can with the digits that they shot. (for example, a “2”, “6” and “8” could be arranged as 862)
- Students could make 2 digit plus 2 digit addition.
- Students could practice multiplication.
- Or students could be given a goal to be the first one to subtract from a given number back to zero (similar to “301” in darts). For example, give students the number 25 each, students take turns shooting 3 numbers and subtracting that from 25. The first student to get EXACTLY zero wins.

**Voice/Choice/Leadership:**

- Students can work on a wide variety of skills
- Students can design their own game to practice a math skill
- Students could create their own tournament bracket

**Resource:** <https://www.notimeforflashcards.com/2013/09/shoot-add-nerf-gun-math.html>

## **PAINTING WITH A PENDULUM**

**Objective:** By the end of the session, students will:

- Learn about pendulums
- Demonstrate their understanding with visual art
- Understand the basic design possibilities from utilizing the laws of motion

**Time Needed:** 30-45 minutes

**Items Needed:** Paper cups (or plastic), string, broom (or something to hang string from off the ground a few feet), paint, and large paper (or painting canvases).

### **Instructions:**

- Become familiar with a pendulum. That is a vocabulary word that we want all youth to know after completing the activity.
- Utilize the website below or other sources to learn from and have kids use as well (it is kid-friendly)
- Hang a paper cup using string to a broom handle (or another object) just a foot or so off the ground.
- Under the cup place the paper that students will “paint” on.
- Poke a small hole in the bottom of the cup
- Place a student’s thumb on the hole and fill the cup with a small amount of paint
- Have student remove their thumb and lightly swing the cup to create a design on the paper.
- Have students discuss what they saw and learned in the process. Does it slow down over time? How does the art show that?

### **Voice/Choice/Leadership:**

- Students can choose to investigate/research in other ways
- Students can choose their paint color and design
- Students could display their art somewhere in the home

**Resource:** <https://www.pbslearningmedia.org/search/?q=pendulum%20factoids>

## PYRAMID BUILDING

**Objective:** By the end of the session, students will:

- Learn about Egyptian Pyramids
- Demonstrate their understanding by constructing a pyramid of their own

**Time Needed:** 45 minutes

**Items Needed:** about 140 sugar cubes per pyramid, tacky glue (non Elmers preferred), and cardboard base. (Optional - gold glitter, box, spray adhesive, light sand, and fake palm trees)

### Instructions:

- Review what the pyramids were used for and how they were built.
- Begin constructing a pyramid of sugar cubes.
- Glue down a 7 x 7 square on a larger square of cardboard (or large paper plate)
- Spread a layer of glue on top of that and make a 6 x 6 square of sugar cubes building a second layer.
- Add glue and a 5 x 5 and continue until the final top block.
- The top block was said to be gold, so you can roll it in glue and gold glitter as an added bonus.
- Other options/extensions are below.

### Voice/Choice/Leadership:

- Students can choose to make a different size pyramid
- Students could make a small scene to accompany the pyramid. There could be sand in a box with the pyramid and trees to show the magnitude. Spray adhesive and light sand could be put on the pyramid and land around it.
- A stop motion movie could be made of the construction or another scene after completion
- Students could choose a different way to create an Egyptian model, or they could build their pyramid from other materials.

Resources: [www.abookintime.com](http://www.abookintime.com)

## STICK BOMBS

**Objective:** By the end of the session, students will:

- Learn about tension and pressure in science
- Demonstrate their understanding with a project making noise makers
- Understand the basic principles that make the project work as well as look for extension activities.

**Time Needed:** 15-20 minutes

**Items Needed:** Popsicle sticks (5 per “bomb”)

### **Instructions:**

- Objects in nature want to find “rest” or remain not in motion
- Tension in Science is a potential force that is created from moving against that rest.
- Pulling a rubber band back is a great example of tension...the rubber band wants to go back to a natural resting place, but you can force it out of that state. The tension being released creates the fast-moving motion.
- This activity using tension with popsicle sticks to show case that release.
- Utilize the websites below to see the easy creation of the “bombs” from 5 popsicle sticks. Encourage students to research and try new and more complex designs as well.

### **Voice/Choice/Leadership:**

- Students can choose to investigate/research tension in other ways (i.e. origami, Etc.)
- Students can develop the rules for use before the activity is started
- Students could create an extension by investigating how to make a chain reaction or other creations that are similar (many on YouTube)

### **Resources:**

<https://www.instructables.com/id/Popsicle-Stick-Bomb/>  
<https://frugalfun4boys.com/build-popsicle-stick-bombs/>



## MY FRIEND IS SAD

**Objective:** By the end of the session:

- Students will practice and demonstrate reading and listening skills
- Students will discuss and practice empathy
- Students will work on their own creativity and empathy
- Students will further their appreciation for literature and reading

**Time Needed:** 20–30 minutes

**Items Needed:** “Elephant and Piggie: My Friend is Sad” by Mo Willems and writing utensils

### **Instructions:**

- Students can read for themselves or have the book read to them. Utilize “Elephant and Piggie: My Friend is Sad” or another book on friendship.
- Have students discuss what it feels like to be sad (they could act out sad faces or draw). Have students discuss what it feels like when friends cheer them up.
- Have leaders discuss ways to cheer up friends.
- Utilizing small groups, have students create a plan, artwork, play, or song to cheer up others when they are down. (or the play can be about someone being cheered up.
- Continue to discuss the elements in friendship that take us acting non-selfishly.

### **Voice/Choice/Leadership:**

- Students could choose another book or song about friendship

**Resource:** <https://shop.scholastic.com/parent-ecommerce/books/my-friend-is-sad-an-elephant-piggie-book-9781423102977.html>

## SILENCE IS GOLDEN

**Objective:** By the end of the session, students will:

- Engage in social play and interactive play working on non-verbal skills
- Practice their literacy and writing skills in an engaging way
- Work to communicate in a non-verbal way to encourage social skills

**Time Needed:** 30 minutes

**Items Needed:** Dry Erase Boards (or scrap paper) and writing utensils

**Instructions:**

- These games can be done in small groups to be best facilitated
- Youth need to practice the art of communicating in writing or with drama. The best way to practice these skills is to remove the art of talking/verbal communication to focus their attention on the non-verbal.
- Here are 3 games that work on team-work or social interaction while not “allowing” the participants to talk:
  - **Big Dog:**  
To be played like “Hang Man” – youth can make dashes for a word across the bottom of a dry erase board. Every time they guess an incorrect letter another body part of the “big dog” is drawn (head, body, 4 legs, 2 ears, tail, eyes, nose, and mouth) – best played in pairs
  - **Silent Story:**  
Youth write a sentence for a story “starter” and pass it to the next person. They must write just one more sentence and pass it on to the next person. Choose the number of “rounds” and then read the finished story. Have youth illustrate it. Or have different groups act out the story as it is being read for the first time. (improv acting)
  - **Charades:**  
This classic game helps students learn the art of talking without using words. This game helps youth explore other ways to communicate a meaning. Make sure to facilitate closely to be able to coach youth that are having a brain block.

**Voice/Choice/Leadership:**

- Students can choose to work with a different game to play to practice non-verbal skills
- Students could create a space in the home where “voices don’t work” so there is never verbal communication
- Students could plan activities for the next day or choose 1 of the 3 from a “choice board”
- Students can choose the words or actions for the games

**Resource:** <https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/3-quiet-no-talking-perfect-anytime-games-kids-love-to-play.html>

## SPIDER TIME

**Objective:** By the end of the session, students will:

- Learn about spiders
- Read “Spiders” by Barbara Taylor

**Time Needed:** 30-45 minutes

**Items Needed:** Red Yarn, black pipe cleaners, black yarn, and “Spiders” by Barbara Taylor.

**Instructions:**

- Read “Spiders” by Barbara Taylor. Discuss some of the facts. Stop on some of the pictures to talk about what is being shown.
- Students need to make their own spider (or have a small group make a spider to share)
- Use 4 black pipe cleaners and wrap the middle with black yarn to create a body. (you could add beads, googly eyes, or other facial features if you choose to)
- Now have students stand in two circles. Have the larger circle on the outside and a smaller circle inside of the larger circle. Have one student stand in the middle.
- Students will throw a ball of red yarn from student to student. They need to hold one end of the yarn and toss the ball of yarn to another student.
- That student will hold onto the section just thrown to them and throw it to someone else.
- At the end, the students would have created their own web. They can step through and place it on the ground.
- They can add their pipe cleaner spiders to it as well.

**Voice/Choice/Leadership:**

- Students can choose to work with a different game to learn about spiders
- Students can choose where to throw the yarn and the overall shape of the web
- Students could take pictures to document the progress and create a video

**Resource:** <http://www.sciencekids.co.nz/sciencefacts/animals/spider.html>

## WHY DID THE CHICKEN CROSS THE ROAD?

**Objective:** By the end of the session, students will:

- Practice and demonstrate reading, writing, and speaking skills
- Read for enjoyment
- Work on their memory skills
- Further their appreciation of comedy

**Time Needed:** 20 minutes

**Items Needed:** Joke books for kids (from the library) and writing utensils.

### **Instructions:**

- Students need to practice the art of memorization.
- Using comedy our hope is to have students not only practice their reading skills but will practice their memorization and delivery skills.
- Students will understand the real world need for reading to learn new skills.
- Students can read joke books for kids or research online jokes for kids.
- Students need to commit to memorizing 2-3 jokes.
- Students can write them in their “joke journal” and practice telling people in different settings.

### **Voice/Choice/Leadership:**

- Parent(s)/guardian can be the audience for the student to tell jokes to and or set up video calls with family/friends for students to tell their jokes to
- Students could choose another way to work on memorizing (i.e. drama, poetry, and such)
- Extension activities could be a comedy show/night for students to practice their jokes.

## A-Z Jobs

**Objective:** By the end of the session, students will:

- Learn about different jobs that they can aspire to achieve
- Practice their use of letters and cognitive application
- Challenge themselves in the art of creating the activity

**Time Needed:** 30 minutes

**Items Needed:** Writing/coloring utensils and lined paper (preferred)

**Instructions:**

- Discuss the importance of having different talents and abilities.
- Discuss the different jobs in a society that need to happen to help us all
- Challenge students in the upcoming activity to think of a job for every letter of the alphabet
- Youth could divide their paper in half, and that creates 13 lines in 2 columns. That is 26 spaces which is one for every letter in the alphabet.
- Students can write "A" in the first space, "B" in the space below it, and continue until "Z" is in the bottom right column space. Students can decorate these letters or simply write them.
- Now, challenge students to create a job for every letter. (For example "A" - "Astronaut" etc.)
- Discuss some of the student's favorites and utilize the website below for students that get "stuck" on a letter.

**Voice/Choice/Leadership:**

- Students can choose to think of other jobs by creating a crossword or other word puzzle
- Students could write a drama or song about 2 or 3 of the jobs "meeting" and interacting
- Students could ask members of their family about their job

**Resources:** <https://www.education.com/activity/article/job-a-to-z/>

## GLOBAL GOALS INTRODUCTION

**Objective:** By the end of the session, students will:

- Learn about the Global Goals
- Understand the need for addressing inequality, defeating poverty, and working towards improving climate change

**Time Needed:** 30 minutes

**Items Needed:** Internet enabled device to display a video, small 5" by 5" squares per student, and art supplies

**Instructions:**

- Ask youth "what is the biggest problem that the world is facing?" Dig into if we are seeing that same problem in America or in our community?
- Have students work independently, in pairs, or small groups to come up with a list of the problems we face in the world. Encourage them to "Think like they are the President" \* Watch the video found at:  
<https://worldslargestlesson.globalgoals.org/>
- Write the 3 global goals on a board or large paper for all to see
- Ask students to read off their list, and as a group point to which one of the global goals that problem fits into.
- Using the small square of paper, have students draw one comic book square of themselves as a superhero solving a problem of their choice.
- Display all the comic book strips together.

**Voice/Choice/Leadership:**

- Students can choose the problem to draw in their comic book
- Students can choose more problems to talk about that are in their community as well

**Resource:** <https://www.globalgoals.org/>

## RULES OF THE ROAD AND BIKE SAFETY

**Objective:** By the end of the session, students will:

- Discuss the importance of having road signs
- Have students brainstorm different examples that they may see on the road when bike riding in the car
- What do they mean? Why are there so many? What is their purpose?
- Students can use poster board to make a large example of a road sign of their choosing
- Have youth ask their parents about signs as they drive around town.
- See below for more options/extensions

**Time Needed:** 30 minutes

**Items Needed:** Ways to display road sign examples, writing/coloring utensils and poster board

### **Instructions:**

- Discuss the importance of having road signs
- Have students brainstorm different examples that they may see on the road when bike riding or riding in the car
- What do they mean? Why are there so many? What is their purpose?
- Students can use poster board to make a large example of a road sign of their choosing.
- \* Have youth ask their parents about signs as they drive around town.
- \* See below for more options/extensions

### **Voice/Choice/Leadership:**

- Students could create a game or obstacle course utilizing their created signs
- Students could choose the signs to create/display
- Students could develop their own creative sign for another specific purpose at home or school

**Resource:** [https://www.education.com/activity/article/trafficsigns\\_preschool/](https://www.education.com/activity/article/trafficsigns_preschool/)

## **FUTURE FOOD CRITIC**

**Objective:** By the end of the session, students will:

- Understand the concepts of healthy eating
- Think creatively to create a writing about critiquing food
- Utilize a brainstorming storm before engaging their writing
- Understand how healthy eating can be understood by each of the 5 senses

**Time Needed:** 30-45 min

**Items Needed:** Writing supplies and FoodCriticGuide.pdf (for each child)

### **Instructions:**

- Students can discuss (student led possibly) healthy eating options and menu options.
- Students can think of a healthy plate or meal
- Students can discuss how that meal affects each of their 5 senses
- Students will complete the FoodCriticGuide.pdf
- Students can then write a newspaper article as a food critic for the meal option they planned.
- Utilize all the senses in the writing as well as different ways to prepare it or serve it.

### **Voice/Choice/Leadership:**

- Students can create other ways to represent healthy eating or physical activity.
- Students can create a newsletter of critiques from all the journalists.
- Students could find different jobs beyond the writing. (photographer, etc.)
- Leaders can help younger students write their thoughts.

**Resource:** [https://fns-prod.azureedge.net/sites/default/files/tn/sump\\_level2.pdf](https://fns-prod.azureedge.net/sites/default/files/tn/sump_level2.pdf)



# Food WRITER

FIRST COURSE • REPRODUCIBLE 2



Name: \_\_\_\_\_ Date: \_\_\_\_\_

You are a writer who has been hired by a famous food magazine to write a one- to two-page article about a new food! Your article must:

- Teach readers about the food by identifying its food group.
- Inspire readers to try the food by describing it using the five senses.
- Provide readers with at least two ways to cook or prepare the food.
- Build a healthy plate that includes the food. What other foods could a reader serve it with to make it a complete meal (following *MyPlate*)?

You may need to do some research online or in the library or look through some cookbooks or food magazines for inspiration and information. Use the space below to gather information to help you write your article. You may type your article using a computer or write it neatly by hand. Describe with the five senses (use descriptive adjectives).

It looks like: \_\_\_\_\_



It feels like: \_\_\_\_\_



It tastes like: \_\_\_\_\_



It smells like: \_\_\_\_\_



It sounds like: \_\_\_\_\_



Two ways to cook or prepare it:

1. \_\_\_\_\_



2. \_\_\_\_\_

Eat it in a complete meal with the following ingredients or other healthy foods:

\_\_\_\_\_



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U.S. Department of Agriculture • Food and Nutrition Service • September 2007 • FNS-485

<http://foodsforlife.usda.gov>



## PARTS OF SPEECH OBSTACLE COURSE

**Objective:** By the end of the session, students will:

- Understand parts of speech
- Gain physical activity while practicing their ELA skills
- Learn to follow directions and work together

**Time Needed:** 30 minutes

**Items Needed:** PartsofSpeechCourse.pdf, PE supplies, and open space

### **Instructions:**

- Have students review the parts of speech. Have students practice in a variety of ways.
- Divide students into small groups.
- Give each group the handout to complete different activities that follow the guidelines of using all the parts of speech.
- Have each group choose their favorite one.
- Students can design one (or more) of their ideas to create multiple obstacle courses around the open space.

### **Voice/Choice/Leadership:**

- Students can choose what their obstacle course might look like
- Students could test their abilities by creating a time chart and keeping track
- Students may plan a way to use parts of speech in a different activity on an upcoming day

**Resource:** [https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm\\_306484.pdf](https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_306484.pdf)



# LANGUAGE ARTS

## PARTS OF SPEECH OBSTACLE COURSE

PAGE 3 of 3

### Parts of Speech Obstacle Course Chart

	Adverb	Verb	Preposition	Adjective	Noun
Ex.	Carefully	crawl	under	red	jump rope
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

## SNACK OF CHAMPIONS

**Objective:** By the end of the session, students will:

- Understand the concepts of healthy eating
- Think about contents of their snacks and the benefits of eating certain foods
- Complete a plan for their own snacks including healthy options from each foodgroup

**Time Needed:** 20-30 min

**Items Needed:** Writing supplies and SnackofChampions.pdf (for each child)

**Instructions:**

- Students can discuss (student led possibly) healthy eating options and menu options.
- Students can discuss why healthy eating is important to think about with sports and exercise.
- Students can review the food groups.
- Students will think of a snack recipe from the foods listed in on the SnackofChampions.pdf page
- Students will complete the worksheet.

**Voice/Choice/Leadership:**

- Students can create other ways to represent healthy eating or physical activity
- Students could prepare the snack at home and create a compilation of all the snacks
- Students could test the use of healthy snacks with exercise vs. non-healthy snacks

**Resource:** [https://fns-prod.azureedge.net/sites/default/files/tn/sump\\_level2.pdf](https://fns-prod.azureedge.net/sites/default/files/tn/sump_level2.pdf)

# SNACK OF Champions

SECOND COURSE • REPRODUCIBLE 1



Name: \_\_\_\_\_ Date: \_\_\_\_\_

You have been asked to create an original “Snack of Champions” recipe for the athletes of your sports team. Remember to refer to the *MyPlate* icon as a guide when creating your healthy recipe. Use the chart below to help you get started. It lists some healthy food options for each food group. Be creative. Try to incorporate at least three food group ingredients and a whole grain. Think like a champion!

VEGETABLES	FRUITS	WHOLE GRAINS	PROTEIN	DAIRY
broccoli	oranges	brown rice	chicken breast	fat-free milk
sweet potatoes	apples	oatmeal	almonds	low-fat fruit yogurt
spinach	watermelon	popcorn	salmon	plain yogurt
carrots	bananas	whole-wheat bread	lean beef steak	low-fat cottage cheese
tomatoes	grapes	whole-wheat crackers	hard-boiled egg	low-fat mozzarella stick
black beans	strawberries	whole-wheat pasta	sunflower seed butter	soy milk (with calcium)
hummus	peaches	whole-wheat cereal	pinto beans	low-fat cheddar cheese
Romaine lettuce	raisins	whole-wheat tortillas	lean turkey slices	low-fat frozen yogurt
red peppers	blueberries	quinoa	tofu	low-fat American cheese

1. What will you call your Snack of Champions? \_\_\_\_\_

2. Write out your healthy snack recipe. First, list all the ingredients. Then explain the steps that are needed to make it.

Ingredients: \_\_\_\_\_

\_\_\_\_\_

How To Make It: \_\_\_\_\_

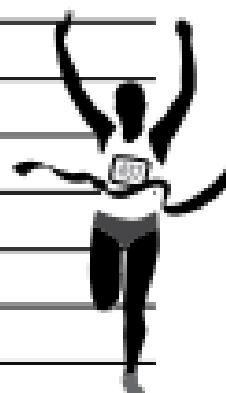
\_\_\_\_\_

\_\_\_\_\_

3. Explain why you chose these foods for your snack recipe. What benefits will they give an athlete?

\_\_\_\_\_

\_\_\_\_\_



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<http://www.nutrition.usda.gov>



## VEGGIE ART

**Objective:** By the end of the session, students will:

- Understand the concepts of healthy eating
- Think creative to create a visual artwork
- Understand tones/colors of art to help create the art piece

**Time Needed:** 30 min

**Items Needed:** Painting or coloring supplies

**Instructions:**

- Students can discuss (student led possibly) healthy eating options and menu options.
- Students can be taught about color palettes in art (warm tone art is orange/red, etc.)
- The students will create a piece of art that centers on a color tone (i.e. green or orange or brown) that represents a meal or healthy eating choices.
- The artwork can be concrete or abstract.
- The art should display food choices that are healthy in an artistic way that utilizes color concepts from art. (not just drawing all types of vegetables, etc.)

**Voice/Choice/Leadership:**

- Students can create other ways to represent healthy eating or physical activity
- Students can work on creating different art pieces in different colors/tones (breads – tans, veggies – green or orange, legumes – brown/black)
- Students could use symbolism or abstract art concepts as well

**Resource:** [https://fns-prod.azureedge.net/sites/default/files/tn/sump\\_level2.pdf](https://fns-prod.azureedge.net/sites/default/files/tn/sump_level2.pdf)



# SERVING UP MyPlate



**Fruits:**  
**Fuel Up With Fruits at Meals or Snacks**  
Pears, watermelon, plums, raisins, berries, and applesauce (without extra sugar) are just a few of the great choices.

Make sure your fruit juice is 100% juice.

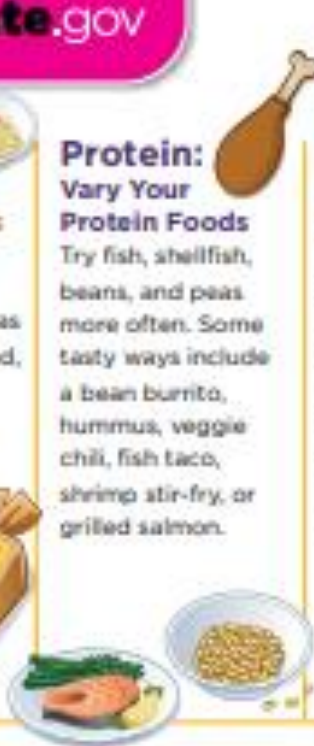
**Vegetables:**  
**Color Your Plate With Great-Tasting Veggies**  
Try to eat more dark-green, red, and orange vegetables, and beans and peas.



**Grains:**  
**Make at Least Half Your Grains Whole Grains**  
Choose whole-grain foods, such as whole-wheat bread, oatmeal, whole-wheat tortillas, brown rice, and popcorn, more often.



**Protein:**  
**Vary Your Protein Foods**  
Try fish, shellfish, beans, and peas more often. Some tasty ways include a bean burrito, hummus, veggie chili, fish taco, shrimp stir-fry, or grilled salmon.



**Dairy:**  
**Get Your Calcium-Rich Foods**  
Choose fat-free or low-fat milk, yogurt, and cheese at meals or snacks. Dairy foods contain calcium for strong bones and healthy teeth.



## Keep on Moving!

Kids need at least 60 minutes of physical activity every day. Whether that's running, biking, tossing a ball, or playing tag, every little bit counts. So, run around at recess, jump rope with friends, ride your scooter, or play a sport. It all adds up!



## Know Your "Sometimes" Foods

Look out for foods with added sugars or solid fats, such as candy, cake, cookies, chips, ice cream, soda, fruit punch, lemonade, hot dogs, and bacon. They fill you up so that you don't have room for the foods that help you eat smart and play hard. Enjoy these every once in a while, not every day.



Serving Up MyPlate — Grades 3 & 4

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<http://www.choosemyplate.gov>

