



THE
UNIVERSITY OF
ILLINOIS
AT
CHICAGO



Hip Hop to Health

Evidence-Based Obesity Prevention Curriculum
for Early Childhood Classrooms



Hip Hop to Health

Hip Hop to Health is an evidence-based obesity prevention curriculum for children ages 3-5 years old. This curriculum is designed to be taught to children in a school or childcare setting. Many educators find the program works well for kindergarteners and first graders as well. The eight lessons are designed to be taught consecutively in sessions that last approximately 20 minutes. The eight session topics are:

- Go & Grow Foods vs. Slow Foods
- Fruits
- Vegetables
- Grains
- Protein
- Milk
- Drinking Water and Moving Your Body
- Healthy Snacking

Each lesson plan concludes with a 20-minute physical activity session with the children. The manual recommends that you lead them in one of the two routines included on the Hip Hop to Health CD. The workouts are great fun and the children will look forward to the exercise portion of the curriculum every time!

Acknowledgments

Hip Hop to Health was been designed, developed and tested with support from the National Heart, Lung, and Blood Institute (Grant Nos. HL5887 and HL081645) and the National Cancer Institute (Grant No. CA121423) of the National Institutes of Health with Marian L. Fitzgibbon, PhD, as principal investigator. This curriculum has been made available with support from the National Institute of Food and Agriculture of the U.S. Department of Agriculture (Award No. 2011-67001-30109).

The authors wish to thank the University of Illinois Extension Cook County and the Chicago Partnership for Health Promotion at the University of Illinois for partnering with us in the adaption, implementation, evaluation, and dissemination of this evidence-based obesity prevention intervention to families participating in Supplemental Nutritional Assistance Program Education in Chicago.

Authors

Marian Fitzgibbon, PhD, Melinda Stolley, PhD, Angela Odoms-Young, PhD,
Jennifer McCaffrey, PhD, RD, Lara Blumstein, MA

Suggested Citation

Fitzgibbon, Marian L. Hip Hop to Health: An Evidence-Based Obesity Prevention Curriculum for Early Childhood Classrooms. Chicago: Institute for Health Research & Policy, University of Illinois at Chicago; 2016.

For More Information

Learn more about this curriculum, including links to peer-reviewed articles that describe studies of this curriculum, visit <http://go.uic.edu/HipHopToHealthCurriculum>

Cover Photo

Used with permission of iStock.com/Jani Bryson
Copyright © Jani Bryson

Hip Hop to Health

Curriculum covers

- 8 healthy eating and exercise topics
- Each topic is 35-40 minutes
- Lessons are 15-20 minutes
- Engaged physical activity is 20 minutes

Lessons could include one or two of the following activities



TASTING



SINGING



GAME



READING



INTRODUCTIONS/
DISCUSSIONS



PUPPET SHOW

Contents

TOPIC 1

4 Go & Grow Foods vs. Slow Foods

TOPIC 2

10 Fruits

TOPIC 3

18 Vegetables

TOPIC 4

26 Grains

TOPIC 5

36 Protein

TOPIC 6

44 Milk

TOPIC 7

52 Drinking Water and Moving Your Body

TOPIC 8

62 Healthy Snacking

Kit includes

- Hip Hop to Health music CD with routines
- Go & Grow vs. Slow flash cards
- Stoplight/Foodlight poster
- 7 food puppets
- Books Including “Who Helps You Go and Grow?” and “Thomas has a Winning Day!”

Hip Hop to Health CD



Go & Grow vs. Slow flash cards



Book



Book



Stoplight/Foodlight Poster



Food Puppets



Go & Grow Foods vs. Slow Foods

BACKGROUND

What you should know

- Go & Grow foods are foods that make your body healthy and strong.
- Go & Grow foods are low in fat and calories and high in nutrients.
- Slow foods are foods that are unhealthy if eaten too much or too often and make you feel slow.
- Slow foods are high in fat and calories and low in nutrients.

OBJECTIVE

What children will learn

- We are introducing a basic system of food classification.
- Children will be able to identify Go & Grow foods and will know they are good for their bodies.
- Children will be able to identify Slow foods.

Overview 40 minutes total time

Each core lesson is 20 minutes and each physical activity is 20 minutes.

DO THIS: CORE LESSON

☐ **Who Helps You Go & Grow?** 20 minutes

Introduce the concept of the food stoplight/foodlight; green represents Go & Grow foods and yellow represents Slow foods — foods that if we eat too much of will make us slow.

Read the book “Who Helps You Go & Grow?”

Introduce the food puppets.

Play “Go & Grow or Slow” Game.

Have the children run in place at a fast pace when you show a picture of a Go & Grow food and then run in slow motion when you show a picture of a Slow food.

DO THIS: PHYSICAL ACTIVITY

☐ **CD Routine** 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



Who Helps You Go & Grow? 20 minutes

SUPPLIES



Stoplight/Foodlight poster



"Who Helps You Go & Grow" book

Food Puppets



Miss Fruit



Mr. Vegetable



Mr. Protein



Miss Grain



Miss Dairy



Miss Sweet



Mr. Fat



Go & Grow vs. Slow flash cards



Hip Hop to Health CD

LESSON STEPS

Step 1.

Show the children the stoplight side of the poster. Review what each color means.



Red - stop

Green - go

Yellow - slow down

Have them repeat these distinctions several times.

Step 2.

Turn poster over and show the foodlight (green circle and yellow triangle). Ask the children:

"What is this? A green circle — right. What does this sign mean to you? Go? That's right — we're going to call this green circle the Go & Grow circle. Everybody say Go & Grow!"

NOTE: Use gestures for "Go & Grow" — swing your elbows quickly as if running in place while you say "go" and reach up high on "grow."

"Go & Grow foods are foods that are good for our bodies. They make us strong and help us grow up healthy. Say it again...Go & Grow!"

Step 3.

Next point to the yellow triangle. Ask the children:

"And what is this? A yellow triangle — that's right. What does it mean to you? Slow down? That's right. Everybody say Slooooow."

NOTE: Slouch your body and look tired when you say "slooooow."

"That's right. Slow foods are foods that may taste good, but if you eat too many of them, they will make you slooooow. What will they make you? Slooooow. That's right. Now we are going to use these signs to help us learn which foods will help us Go & Grow, and which foods will make us Slow. Do you want to know how Go & Grow foods help our bodies get stronger, and Slow foods slow us down?"



Step 4.



Read the book “Who Helps You Go & Grow?” by Melinda Stolley.

Note: Make sure to point out the examples of different kinds of foods that go with each character. You are introducing the concept of food classification. Be clear and use examples the children are familiar with.

INTRODUCE THE FOOD PUPPETS.

“Now we are going to meet some characters who are going to help us with learning about keeping our bodies healthy and strong! They will be joining us for many of our lessons.”

NOTE: Introduce each puppet with a distinct voice and personality and a sentence describing what they represent.

SAMPLE SCRIPT:

“Look who is here to visit us! Say hello to our Go & Grow friends.”



Miss Fruit: *“Hello, children! I’m Miss Fruit and I’m sweet and delicious and good for your body!”*



Mr. Vegetable: *“Hi, I’m Mr. Vegetable! All my treats are so good for you. I’ll really make you healthy and strong.”*



Mr. Protein: *“I’m Mr. Protein! You can find me in chicken and turkey, fish and eggs!”*



Miss Grain: *“I’m Miss Grain and you can find me in cereal, bread, rice, and crackers, but remember that whole grains are best!”*



Miss Dairy: *“I’m Miss Dairy, and you can find me in milk, yogurt, cheese, and other milky treats!”*

“And here we have our Slow food friends...”



Miss Sweet: *“Hi kids! I’m Miss Sweet. My candy and cakes may taste soooo good, but if you eat too much of me your body will feel slowwww!”*



Mr. Fat: *“I’m Mr. Fat, and I’m in French fries and chips and other fatty treats. I may taste good, but too much of me and you’ll really slow down.”*



Step 5.

Play Go & Grow or Slow Game

Have the children run in place at a fast pace when you show a picture of a Go & Grow food flash card and then run in slow motion when you show a picture of a Slow food flash card. Announce what the food is and start the appropriate corresponding movement each time you turn over a card. Model each movement for the appropriate food and have children keep moving fast or slow until you show the next card/food. Keep going for at least 10 different cards.

PHYSICAL ACTIVITY

CD Routine 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



Fruits



BACKGROUND

What you should know

- Fruits are a Go & Grow food because they are high in vitamins, minerals, and fiber.
- Fruit is good for a snack and a better option than slow foods like chips, candy, or cookies.
- You want to try to eat fruit at every meal.

OBJECTIVE

What children will learn

- Children will be able to identify different kinds of fruits and classify them as Go & Grow foods.

Overview 40 minutes total time

Each core lesson is 20 minutes and each physical activity is 20 minutes.

DO THIS: CORE LESSON

- ☐  **Core Concept Lesson**  10 minutes

Miss Fruit introduces fruit as a Go & Grow food that children should try to eat every day. Play the game “What Am I?” to teach kids what foods are fruits.

DO ONE: SUPPLEMENTAL ACTIVITY

ACTIVITY 1

- ☐  **Fruit Tasting**  10 minutes

Following the core concept lesson, children receive small samples of a variety of fruits to taste and discuss.

ACTIVITY 2

- ☐  **Fruit Graph**  10 minutes

Following the core concept lesson, take a poll of children’s favorite fruits, graph them, and discuss the results.

ACTIVITY 3

- ☐  **From Seed to Fruit**  10 minutes

Following the core concept lesson, read the book “I Like Fruit After the story, cut open some fruit to show kids the different kinds of seeds. Review basic concepts of the book with discussion and questions.

DO THIS: PHYSICAL ACTIVITY

- ☐ **CD Routine**  20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.





Core Concept Lesson



10 minutes

OVERVIEW

Miss Fruit introduces fruit as a Go & Grow food that children should try to eat at every meal. She explains fruits are sweet and therefore make a great snack or treat. Miss Fruit then introduces the game "What Am I." Miss Fruit gives clues about a variety of fruits and the children guess what they are. Once they guess, the teacher shows the children the actual fruit for them to see, touch, smell... or a picture of the fruit.

SUPPLIES



Miss Fruit puppet

LESSON STEPS

Step 1.

Miss Fruit introduces fruit



Miss Fruit: "Hi kids, I'm Miss Fruit! Who here likes fruit? Is fruit a Go & Grow food or a Slow food? That's right! It is a Go & Grow food. Fruit is a naturally sweet food that helps you Go & Grow. When you have a taste for something sweet, you can choose fruit instead of candy because fruit will help you Go & Grow, and candy, if you eat too much of it, will make you Slooooow. What is your favorite fruit? (Get answers from different children.) Now we are going to play a game. It's called "What Am I?" I will give you information about a fruit without telling you what the fruit is. You guys try to guess what it is. Got it? ONE BIG RULE!!! Raise your hand and I will call on one of you, okay? Please do not call out the answer."

Step 2.

Miss Fruit gives clues for children to guess.



Miss Fruit: "Okay, here goes...I am round and usually red. However, I also come in green and yellow. I grow on trees. I go 'crunch' when you bite into me."

(Children respond.)



Miss Fruit: *Okay, next fruit. I am long and yellow. I am soft and chewy. Monkeys really like me. I come in bunches."*

(Children respond.)



Miss Fruit: *"Are you ready for another one? Okay. I am round and very juicy. Many people drink my juice in the morning. I have a thick skin that you peel in order to eat me. My name is the same as my color."*

(Children respond.)



Miss Fruit: *"This is a tough one. We are purple or green. Lots of us come together. If you leave us in the sun we will become raisins."*

(Children respond.)



Miss Fruit: *"Let's look at some other fruits that aren't as common as the apple, orange, banana and grapes. Anybody know what this is? (Hold up a mango or pear or some other fruit kids may know or don't know.) A mango, that's right. Let's think about how we might describe a mango."*

Ask children to give their own clues...yellow/red skin, sweet, juicy, yellow on the inside, big pit, etc.



ACTIVITY 1



Fruit Tasting 10 minutes

NOTE

If you choose this activity, you may give the children tastes of the fruit either: (a) during the game What Am I, immediately after the clue for that particular fruit; or (b) after you play the game What Am I.

OVERVIEW

Let children sample a number of (at least 3) different fruits — noting their smell, color, and taste (sweet, tart, juicy).

SUPPLIES



Miss Fruit puppet



Small paper cups



Napkins



Cut-up pieces of different kinds of fruits (3 or 4)



Knife

PREP WORK

Cut up small pieces of three different types of fruit for the children to taste. Make sure to have enough pieces for each child in class.

ACTIVITY STEPS

Step 1.

Have Miss Fruit start by talking to the children.



Miss Fruit: *“Now we are going to taste some of the fruits we have been talking about. We will take turns telling the group what we notice about the fruit we are tasting.”*

Step 2.

Begin food tasting by giving each child a small paper cup to hold their fruit.

Step 3.

Give children small tastes of each fruit.

Step 4.

Choose children to describe the fruit — the color, the texture (hard, chewy, soft), the taste. Do this with each fruit, asking different children each time.

PHYSICAL ACTIVITY

CD Routine 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



ACTIVITY 2



Fruit Graph



10 minutes

OVERVIEW

Take a poll of children's opinions of their favorite fruit and create a graph of the results.

SUPPLIES



Poster Board or large piece of paper



Pictures of fruits or actual fruits



Marker

ACTIVITY STEPS

Step 1.

Tell children that we are going to compare different kinds of fruits we may eat to see what fruits the class likes best. We will do this by creating what is called a graph.

Step 2.

Start by showing them the graph setup that you have created.

Step 3.

Ask each child one at a time what their favorite fruit is. Place a mark (sticker, draw a star, etc.) next to the fruit that child preferred.

Step 4.

Point out which fruit or column had the most stars, marks, etc. to show that that was the most favored fruit. (You can go on to make a class bar graph, line graph, etc.)

PHYSICAL ACTIVITY

CD Routine



20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



ACTIVITY 3



From Seed to Fruit 10 minutes

OVERVIEW

Read the book “I Like Fruit.” After the story, cut open some fruit to show kids the different kinds of seeds — mango (1 big seed), apples (many small black seeds), etc. Review basic concepts of the book with discussion and questions.

SUPPLIES



Miss Fruit puppet



Book - “A Fruit is a Suitcase for Seeds”



Two to three fruits with seeds to show children examples of seeds — ideally remove the seeds before class to show them. Choose ones that are different — i.e., mango, apple, blueberry



Knife – to cut seed out of fruit



Paper cups to place seeds in for kids to pass around

ACTIVITY STEPS

Step 1.

Have Miss Fruit begin by talking to the children.



Miss Fruit: “You all know so many different fruits! Did you know that all of these fruits come from seeds and have seeds in them? Some have big seeds and some have seeds that are so tiny you can barely even see or feel them. Let’s read a story about seeds in fruits.”



Step 2.

Read the story.

Step 3.

After the story is finished, show children 2 or 3 examples of seeds from fruits.

Step 4.

Ask the children to notice the similarities or differences in the seeds.



“Let’s look at some seeds now. Let’s first look at a mango seed.” (Observe with them that there is one big seed, you couldn’t possibly eat it, it is rough and white.)

PHYSICAL ACTIVITY

CD Routine  20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



Vegetables



BACKGROUND

What you should know

- Vegetables are a Go & Grow food because they are high in vitamins, minerals, and fiber.
- You want to try to eat vegetables at every meal.

OBJECTIVE

What children will learn

- Children will be able to identify different kinds of vegetables and classify them as Go & Grow foods.

Overview 40 minutes total time

Each core lesson is 20 minutes and each physical activity is 20 minutes.

DO THIS: CORE LESSON

- ☐  **Core Concept Lesson**  10 minutes

Start by reading the book “Growing Vegetable Soup” with the kids. Mr. Vegetable introduces vegetables as a Go & Grow food that children should try to eat at every meal. Mr. Vegetable then plays “Where’s the Vegetable?” with the children to teach them what foods are vegetables.

DO ONE: SUPPLEMENTAL ACTIVITY

ACTIVITY 1

- ☐  **Vegetable Tasting**  10 minutes

Following the core concept lesson, children receive small samples of a variety of 3 or 4 vegetables to taste and discuss.

ACTIVITY 2

- ☐  **Eat the Rainbow**  10 minutes

Hand each child a fruit and vegetable rainbow picture to take home and a crayon and ask them to circle some fruits and vegetables they would eat.

ACTIVITY 3

- ☐  **How Does Your Garden Grow**  10 minutes

Using a Root View Farm or small paper cups, dirt and seeds, set up a small garden with the kids so they can observe the progress of the growth and maybe even taste the results in the coming weeks.

DO THIS: PHYSICAL ACTIVITY

- ☐ **CD Routine**  20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.





Core Concept Lesson



10 minutes

OVERVIEW

Start by reading the book “Growing Vegetable Soup” with the kids. Mr. Vegetable then introduces veggies as a Go & Grow food that children should try to eat at every meal. Mr. Vegetable then plays “Where’s the Vegetable?” Mr. Vegetable has the kids shout “Where’s the vegetable” and in response brings out a vegetable or a picture of a vegetable and the kids identify it. Mr. Vegetable then explains why it’s a Go & Grow food.

SUPPLIES



“Growing Vegetable Soup” book



Mr. Vegetable puppet



Vegetables (4 or 5) or vegetable flash cards

LESSON STEPS

Step 1.

Read the book “Growing Vegetable Soup” by Lois Ehlert. Make sure to call attention to each different kind of vegetable in the book.



Step 2.

Mr. Vegetable leads the class in the game “Where’s the Vegetable?”



Mr. Vegetable: *“Hello class! Can you tell me what I look like?”*

(Children respond.)



Mr. Vegetable: *“Yes, a carrot! A carrot is a vegetable and that’s my name! Vegetables are foods that are sooo good for your body. We have lots and lots of vitamins and things that make you Go & Grow! Now, we’re going to play a little game. I want all of you to repeat after me ‘Where’s the vegetable?!’”*

(Children respond.)

Step 3.

Bring out a picture of a vegetable on a food card.

(It is effective if you make some sort of sound as the picture comes out as if the vegetable is riding a horse or train, etc.)





Mr. Vegetable: *“Can anyone tell me what vegetable this is?”*

Step 4.

Have kids identify the vegetable in the picture. Let them yell and keep their energy high!



Mr. Vegetable: *“That’s right — that’s broccoli! A very delicious and nutritious vegetable friend of mine. Let’s try another!”*

Step 5.

Reinforce that each food is a vegetable, and vegetables help you Go & Grow! Repeat with at least 5 vegetables.

ACTIVITY 1



Vegetable Tasting 10 minutes

OVERVIEW

Let children sample a number of different vegetables — noting their smell, color, taste, and texture (crunchy, soft, juicy).

SUPPLIES



Mr. Vegetable puppet



Cut up pieces of different kinds of vegetables (3 or 4)



Knife



Napkins



Small paper cups

PREP WORK

Cut up small pieces of 3 or 4 different types of vegetables for the children to taste (examples: baby carrots, grape tomatoes, cucumbers). Make sure to have enough pieces for each child in class.

ACTIVITY STEPS

Step 1.

Have Mr. Vegetable lead the vegetable tasting.



Mr. Vegetable: *“Now we are going to taste some of the vegetables we have been talking about. We will take turns telling the group what we notice about the vegetables we are tasting.”*

Step 2.

Begin food tasting by giving each child a small paper cup to hold their vegetables. Give the children small pieces of a baby carrot.

Step 3.

Choose children to describe the vegetable — the color, the texture (hard, chewy, soft), the taste. Do this with each vegetable, asking different children each time.

Repeat with another type of vegetable, like a cucumber.

PHYSICAL ACTIVITY

CD Routine 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



ACTIVITY 2



Eat the Rainbow



10 minutes

OVERVIEW

Give children a picture of the fruit and vegetable rainbow and have them circle their favorite fruits in every color.

SUPPLIES



Mr. Vegetable puppet



Fruit and Vegetable Rainbow handouts



Crayon or marker for each child

ACTIVITY STEPS

Step 1.

Have Mr. Vegetable start by talking to the children.



Mr. Vegetable: *“Okay everybody, did you know that it is best to eat different fruits and vegetables in different colors? Fruits and veggies that are different colors have different vitamins that are healthy for our bodies.”*

Step 2.

Show children the fruit and vegetable rainbow.

Step 3.

Hand out a fruit and vegetable rainbow to each child and a marker or crayon and then ask them to identify some of the different fruits and vegetables in each color band.

Step 4.

Ask children to circle all of the things they like to eat.

Step 5.

Let the kids take the fruit and vegetable rainbows home to show their

PHYSICAL ACTIVITY

CD Routine



20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



ACTIVITY 3

How Does Your Garden Grow? 10 minutes

OVERVIEW

Using paper cups, dirt, and seeds, set up a small garden with the kids so they can observe the progress of the growth and maybe even taste the results in the coming weeks.

SUPPLIES



Mr. Vegetable puppet



Small paper cups



Permanent marker



Bag of potting soil



Vegetable seeds like pea shoots

PREP WORK

Pour dirt to fill small cups 3/4 full for every child in class. Fill another set of paper cups with a small amount of water (1/3 the small cup size) for each child in class.

ACTIVITY STEPS

Step 1.

Have Mr. Vegetable start by talking to the children.



Mr. Vegetable: *"Did you know that you can grow your own vegetables in a garden? Have any of you seen a vegetable garden before?"*

(Children respond.)



Mr. Vegetable: *"Some gardens are very big, but today we are going to make a small vegetable garden right here in class! We are going to plant pea shoots (or carrots, tomatoes, etc). Now in order to grow vegetables, we need seeds, dirt, water, and sunlight, and we have all those things here today! We are going to plant the seeds and in a few weeks time they will begin to grow."*



Step 2.

Distribute a cup of dirt and three seeds to each child. Demonstrate and instruct the children to take each seed and place it on the dirt, gently press it a little bit in, and cover it with a little dirt. Walk around and assist if needed.



Step 3.

Give each child a second cup with water and then show them how to pour the water over the dirt.



Step 4.

Walk around and write each child's name on the cup and collect the cups on a tray.

Step 5.

Cover all the cups with plastic wrap. (This can also be done with Ziploc baggies and then pinned on a board if space in the class is tight.)

PHYSICAL ACTIVITY

CD Routine 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



Grains



BACKGROUND

What you should know

- Whole wheat bread is a healthy choice because it helps us feel fuller and is high in fiber (which helps the body get rid of waste).
- White breads and rice cereal have little or no fiber in them and have less nutritional value.
- Healthy cereals are low in sugar and high in fiber.
- Adding sugar to cereal makes it a Slow food.

OBJECTIVE

What children will learn

- Children will be able to identify grain foods
- They will identify whole wheat bread and low sugar cereals as Go & Grow foods.
- They will identify white bread and high sugar cereals as Slow foods.

Overview 40 minutes total time

Each core lesson is 20 minutes and each physical activity is 20 minutes.

DO THIS: CORE LESSON

☐ **Core Concept Lesson** 10 minutes

Miss Grain introduces the concept of what grains are and how whole grains are Go & Grow foods. The children look at flashcards of bread, rice, pasta and tortillas to help them learn to identify grains. The children then look at flashcards of whole grain foods vs. refined grain foods and discuss some difference in appearance. Finally they play the Go & Grow vs. Slow flashcard game with Go & Grow whole grain foods vs. refined Slow grain foods.

DO ONE: SUPPLEMENTAL ACTIVITY

ACTIVITY 1

☐ **Read “Bread Comes to Life”** 10 minutes

Following the core concept lesson, read the story “Bread Comes to Life” by George Levenson.

ACTIVITY 2

☐ **Whole Wheat Bread Tasting** 10 minutes

Following the core concept lesson, the children observe brown dots in the bread showing it has fiber. They then taste a small sample of whole wheat bread.

ACTIVITY 3

☐ **Cereal Tasting** 10 minutes

Following the core concept lesson, children discuss with Miss Grain why low sugar cereal is a Go & Grow food and why cereal that is high in sugar is a Slow food. They then taste low-sugar cereal and finish the lesson by singing the cereal song “Don’t Dump Sugar On Me” from the CD.

DO THIS: PHYSICAL ACTIVITY

☐ **CD Routine** 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.





Core Concept Lesson 10 minutes

OVERVIEW

Miss Grain introduces whole grains (noodles, rice, bread, cereal) as Go & Grow foods.

SUPPLIES



Miss Grain puppet



Whole Grain vs. refined grain flash cards

LESSON STEPS

Step 1.

Have Miss Grain start by talking to the children.



Miss Grain: *“This week we’re going to learn more about Miss Grain and where she comes from. Does anyone know what foods are grain foods?”*

(Children respond.)



Grain foods are things like bread, cereal, noodles, rice, crackers, oatmeal, & tortillas (show flashcards). Those are some grain foods. Do you guys like some of those foods? Yeah, grains can be delicious. And guess what? Grains are good for our bodies and help us to Go & Grow! But it matters what kinds of grains you eat. Some grains are better for you than others. Also we can put things on our grains that turn them from Go & Grow foods into Slow foods. Let’s stop talking and do some looking.”



Step 2.

Miss Grain: *"Let's talk about the grains that make you Go & Grow!"*

Show the children different kinds of grains with flash cards (whole wheat bread versus white bread, brown rice versus white rice, whole wheat cracker vs. white saltine). Ask the children what looks different about the comparison picture. Observe how they look different — especially in terms of color.



Miss Grain: *"They look different in color, and that is because they are made from whole grains. The whole grain foods are a little more brown because they have more fiber. And fiber is so good for us- you know what it does? It helps us poop! That's right, fiber is in whole grains and fruits and vegetables — all Go & Grow foods — and it helps us to poop every day so our tummies don't hurt."*

Step 3.

Ask children to help Miss Grain decide which grains are Go & Grow (run fast in place) and which are Slow foods (run in slow motion) as you go through the pictures of whole grain foods and refined grain foods.

ACTIVITY 1

Read “Bread Comes to Life” 10 minutes

OVERVIEW

Read the book “Bread Comes to Life” by George Levenson

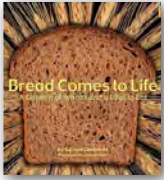
SUPPLIES



Miss Grain
puppet



“Bread Comes to Life”
book



ACTIVITY STEPS

Step 1.

Read the book “Bread comes to Life” by George Levinson



Step 2.

Have Miss Grain discuss with the children how wheat grows and is made into bread.

PHYSICAL ACTIVITY

CD Routine 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



ACTIVITY 2



Whole Wheat Bread Tasting 10 minutes

OVERVIEW

Let children sample whole wheat bread.

PREP WORK

Cut up small pieces of whole wheat bread for the children to taste. Make sure there is at least one piece for each child.

SUPPLIES



Miss Grain puppet



Small paper cups



Whole wheat bread cut into small pieces



Knife

ACTIVITY STEPS

Step 1.

Have Miss Grain start by talking to the children.



Miss Grain: “Okay children, we are going to taste a Go & Grow bread.”



Step 2.

Show the children a piece of wheat bread.



Miss Grain: “Do you remember how fiber helps us? That’s right – it helps us poop! Say, ‘fiber!’”

Have children repeat “fiber!” several times.

Step 3.

Pass out a sample of whole wheat bread to all of the children. As you pass out the small pieces for each child to taste, ask the children how it looks and how it feels.

Step 4.

Ask the children to taste it and see if they like it.

PHYSICAL ACTIVITY

CD Routine 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



ACTIVITY 3



Cereal Tasting



10 minutes

OVERVIEW

Let children sample low sugar cereal and learn the cereal rhyme that describes cereal's thoughts about too much sugar.

PREP WORK

Place two pieces of high fiber cereal in a small cup for each child.

SUPPLIES



Miss Grain puppet



Miss Sweet puppet



Low sugar cereals (2 or 3) (at least a couple should be high fiber)



Small paper cups



Food gloves and napkins



CD and player

ACTIVITY STEPS

Step 1.

Have Miss Grain start by talking to the children.



Miss Grain: *"Did you children know that cereal is a kind of grain? Do any of you like cereal? When do you eat it?"*

(Children respond.)



Miss Grain: *"Like bread, pasta, and rice, some kinds of cereal are better for you than others. Why is that? Some cereals have lots of Miss Sweet in them."*

Step 2.

Bring in the Miss Sweet puppet.



Miss Sweet: *"Hello children, I am Miss Sweet! I love to eat sweets! But sometimes I eat sweets and I get soooo much energy, but then I get tired, so tired."*

Have her act very hyper at first and then get suddenly tired. Dialogue with Miss Sweet about why she is hyper and then tired. Illustrate that this is a slooooow quality.



Miss Grain: *"What happens if we eat too much sugar?"*
(Looking for answers: Rotten teeth, give us a headache, give us a stomach ache, we gain too much weight.)

Miss Grain: *"Can anyone name any sugary cereals?"*

Step 4.

Once kids have given their suggestions, have Miss Grain introduce 2-3 healthy, non sugar, and (hopefully, at least some of which are) high fiber cereals.



Miss Grain: *"Now let's talk about cereals that don't have too much sugar. Can anybody name a cereal that does not have too much sugar?"*

(Children respond.)



Step 6.

Give each child a small paper cup or napkin. Give children a small taste of each low sugar cereal, one at a time. Taste and discuss.



Step 7.

Have Miss Grain introduce the rhyme and sing along with the program CD.



"Five kinds of cereal sitting on the shelf

(hold up five fingers)

Waiting to be eaten by yourself

(point to yourself)

Someone comes along with sugar in her hand

(hold a pretend spoon in your hand)

Don't dump sugar on me, man!!!

(put your arms in front of your face to protect you from the sugar)

Four kinds of cereal sitting on the shelf

Waiting to be eaten by yourself

Someone comes along with sugar in her hand

Don't dump sugar on me, man!!!

Three kinds of cereal sitting on the shelf
Waiting to be eaten by yourself
Someone comes along with sugar in her hand
Don't dump sugar on me, man!!!

Two kinds of cereal sitting on the shelf
Waiting to be eaten by yourself
Someone comes along with sugar in her hand
Don't dump sugar on me, man!!!

One kind of cereal sitting on the shelf
Waiting to be eaten by yourself
Someone comes along with sugar in her hand
Don't dump sugar on me, man!!!"

PHYSICAL ACTIVITY

CD Routine 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.







Protein

BACKGROUND

What you should know

- Most proteins are Go & Grow foods, but fried proteins are Slow foods. Foods like meat, poultry, eggs, nuts, and beans are high in protein.

OBJECTIVE

What children will learn

- Children will be able to identify meat, poultry, eggs, beans, and nuts as Go & Grow foods that are high in protein.
- Children will understand that protein foods that are fried in oil are Slow foods.

Overview 40 minutes total time

Each core lesson is 20 minutes and each physical activity is 20 minutes.

DO THIS: CORE LESSON

- ☐  **Core Concept Lesson**  10 minutes

Mr. Protein teaches the children about which foods have protein with the song “Where is Protein?” which is sung to the tune of “Where is Thumbkin?” The lesson shows what foods (i.e., fish, chicken, meat, eggs, nuts) belong with Mr. Protein. Song is provided on program CD.

DO ONE: SUPPLEMENTAL ACTIVITY

ACTIVITY 1

- ☐  **Bake Don’t Fry**  10 minutes

Following the core concept lesson, the children will learn about different kinds of cooking methods for protein (bake, boil, fry). They will see that oil is used with frying and this makes protein a Slow food. They then learn the rhyme “Bake don’t Fry” provided on the program CD.

ACTIVITY 2

- ☐  **Protein Tasting**  10 minutes

Kids will taste at least two examples of lean protein.

ACTIVITY 3

- ☐  **Go & Grow vs. Slow Protein Flash Card Game.**

 10 minutes

Children will view flash cards of fried protein and pictured protein that is prepared without frying and run in place fast or slow depending on the picture.

PHYSICAL ACTIVITY

- ☐ **CD Routine**  20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.





Core Concept Lesson



10 minutes

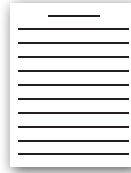
OVERVIEW

Introduce Mr. Protein and sing the song “Where is Protein?” to the tune of “Where is Thumbkin?” Introduce various types of protein foods.

SUPPLIES



Mr. Protein puppet



Printout of “Where is Protein?” lyrics



Food pictures of chicken, beans, eggs, peanut butter, fish, meat, and nuts



Program CD and CD player

LESSON STEPS

Step 1.

Have Mr. Protein start by talking to the children.



Mr. Protein: “Hi kids, I’m Mr. Protein! Protein is a Go & Grow food. Foods with protein are so good for your body. They help you build muscle and grow, run fast, and climb high! Can everyone say PROTEIN!”

Have the kids cheer his name several times so they can get used to the word “protein.”



Mr. Protein: “Can anyone tell me what I look like?”

Let children tell you what kind of food Mr. Protein looks like.



Mr. Protein: “I’m going to sing a song and show you other foods that have lots of protein.”

Have Mr. Protein introduce all the protein food cards or felt pictures that will be used in the song (chicken, beans, eggs, peanut butter, fish, meat, and nuts).



Step 2.

Play “Where is Protein?” song.

Sing along with the program CD.

As each verse begins, hold up a picture of the protein food that goes with that verse. The order is: chicken, beans, eggs, peanut butter, fish, meat, and nuts.

Step 3.

At the end of the song, review all the foods from the song. Remind the children that protein is a Go & Grow food that helps you to grow strong.

ACTIVITY 1



Bake Don't Fry 10 minutes

OVERVIEW

Introduce the children to different ways of cooking protein (bake, boil, fry) by showing them flash cards of different kinds of pans. Show them how fried foods are cooked in oil which is Mr. Fat and thus makes them slow. Learn the rhyme “Bake don't Fry.”

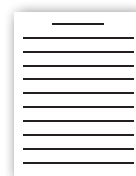
SUPPLIES



Mr. Fat puppet



Mr. Protein puppet



Printout of Mr. Protein's “Bake don't Fry” rap



Hip Hop to Health CD



Baking pan and frying pan flash cards



Oil and napkin or paper towel

ACTIVITY STEPS

Step 1.

Have Mr. Fat start by talking to the children.



Mr. Fat: *“Hi kids, I’m Mr. Fat. I’m a Slow food because if you eat too much of me, I will make you feel slow. You can find me in foods like butter and oil — Slow foods that if we eat too much of will make us slow. Fried foods like French fries are Slow foods because they are cooked in a lot of butter and oil. Do any of you know how to tell if something has too much Mr. Fat in it?”*

Step 2.

Hold up the oil and pour a little onto a napkin or paper towel and then show children the grease stain. Remind them that oil is pure Mr. Fat.

Step 3.

Show children a picture of a frying pan and illustrate how much oil is used to fry chicken. Point out that too much oil will make you sloooow. Then show them a picture of a baking pan. Illustrate that when you bake chicken you don't add any Mr. Fat. Ask kids if they have ever had baked chicken.



Step 4.

Talk about how baked chicken looks vs. fried chicken.



Step 5.

Have Mr. Protein teach his rap “Bake don't Fry.” Sing along with the program CD.

PHYSICAL ACTIVITY

CD Routine 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



ACTIVITY 2



Protein Tasting 10 minutes

OVERVIEW

Have at least two samples of lean protein for the kids to sample. Try to make one of the foods a vegetarian protein source, like a kidney bean or black bean.

PREP WORK

Cut up and/or divide protein into enough samples for the whole class. Distribute into paper cups.

SUPPLIES



Mr. Protein puppet



2 lean protein sources that can be easily sampled by the children (canned beans, rotisserie chicken cut into pieces, etc.)



Small paper cups



Napkins

Step 1.

Have Mr. Protein start by talking to the children.



Mr. Protein: *“Okay kids, today we are going to taste some Go & Grow protein foods.”*

Step 2.

Distribute sample of each protein to the kids one at a time and have them taste the sample.

Step 3.

Let them taste it and then show with hands or tell you if they liked it or if they eat it very often.

Step 4.

Remind children that beans and lean meat are healthy proteins.

PHYSICAL ACTIVITY

CD Routine 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



ACTIVITY 3



Go & Grow vs. Slow Protein Flash Card Game



10 minutes

OVERVIEW

Introduce the children to different ways of cooking protein (bake, boil, fry) by showing them different kinds of pans. Show them how fried foods are cooked in oil which is Mr. Fat and thus makes them slow. Play the Go & Grow vs. Slow flash card game with fried protein and lean protein.

SUPPLIES



Mr. Fat puppet



Oil and napkin or paper towel



Baking pan and frying pan flash cards



Protein flash cards

ACTIVITY STEPS

Step 1.

Have Mr. Fat start by talking to the children.



Mr. Fat: *"Hi kids, I'm Mr. Fat. I'm a Slow food because if you eat too much of me, I will make you feel slow. You can find me in foods like butter and oil — Slow foods that if we eat too much of will make us feel slow. Fried foods like French fries are Slow foods because they are cooked in a lot of butter and oil. Do any of you know how to tell if something has too much Mr. Fat in it?"*

Let the children respond.



Step 2.

Hold up the oil and pour a little onto a napkin or paper towel and then show children the grease stain. Remind them that oil is pure Mr. Fat.



Step 3.

Show children a picture of a frying pan and illustrate how much oil is used to fry chicken. Point out that too much oil will make you sloooow.



Step 4.

Then show them a picture of a baking pan. Illustrate that when you bake chicken you don't add any Mr. Fat. Ask kids if they have ever had baked chicken.

Step 5.

Talk about how baked chicken looks vs. fried chicken.



Step 6.

Bring out protein flash cards. Have children run in place fast when you show pictures of lean protein and then move slow for pictures of fried or high fat protein.

PHYSICAL ACTIVITY

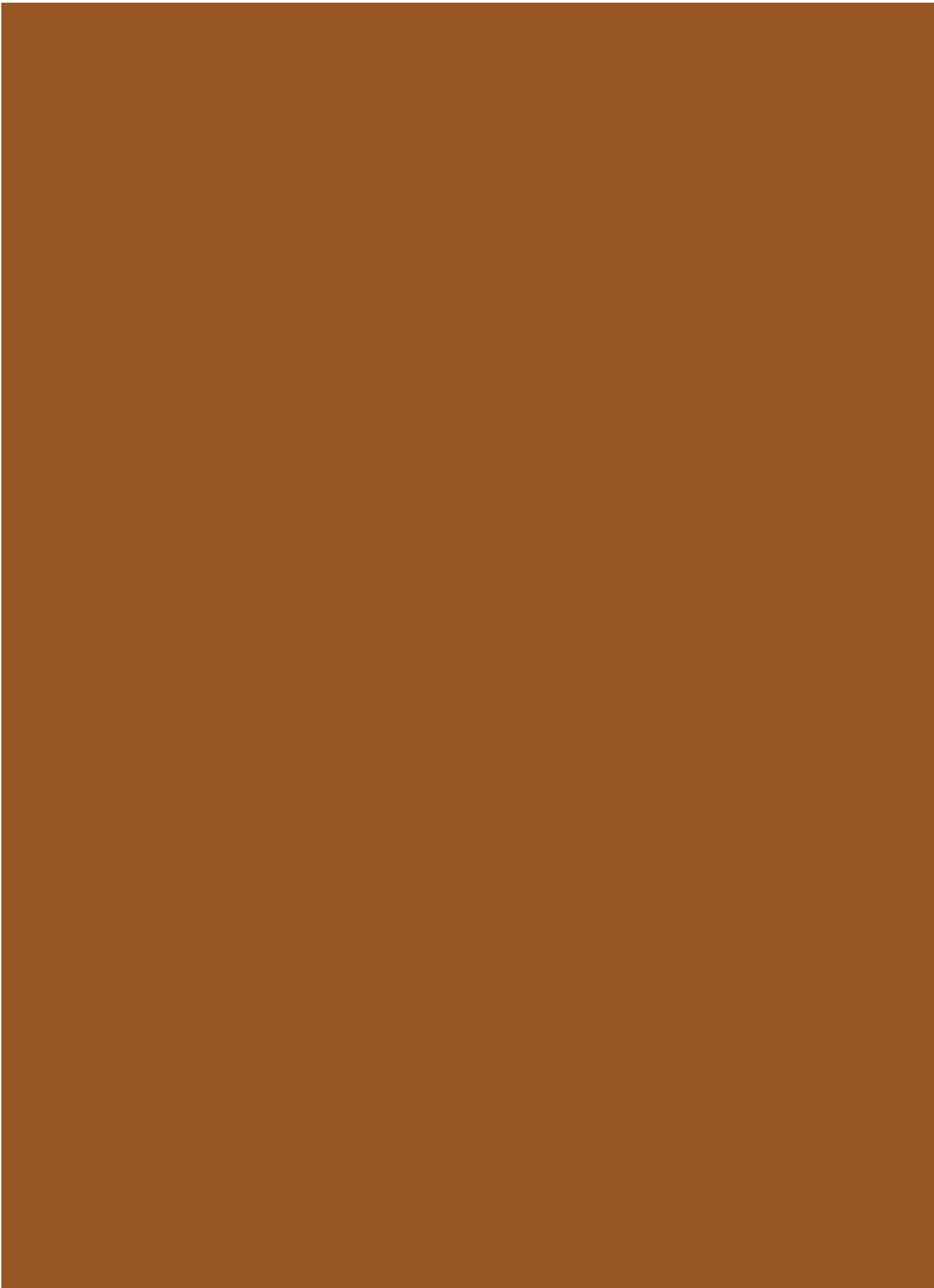
CD Routine



20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.





Milk



BACKGROUND

What you should know

- Milk is a Go & Grow food that is good for kids' bones and muscles. Milk is good for kids' bodies, as are some other foods made from milk, such as cheese and yogurt. While all milk is good, some milk and milk products do have a lot of fat and/or sugar. It is healthiest to eat milk and milk products with less fat and sugar.

OBJECTIVE

What children will learn

- Children will be able to name Miss Dairy as a Go & Grow food.
- Children will be able to list different types of dairy foods.

Overview 40 minutes total time

Each core lesson is 20 minutes and each physical activity is 20 minutes.



DO THIS: CORE LESSON

- ☐  **Core Concept Lesson**  10 minutes

Children will be introduced to Miss Dairy, who will explain that milk is a Go & Grow food that is good for kids' bones and muscles. She will explain where most milk comes from and she will have food cards of different dairy products.

DO ONE: SUPPLEMENTAL ACTIVITY

ACTIVITY 1

- ☐  **Read the book “Raising Cows on the Koebels’ Farm” by Alice K. Flanagan and discuss.**  10 minutes

ACTIVITY 2

- ☐   **Milk Tasting**  10 minutes

Children will taste 1% milk

ACTIVITY 3

- ☐  **Milk is Good for Your Teeth!**  10 minutes

Children will look at flash cards of healthy and unhealthy teeth and discuss how milk is good for teeth.

DO THIS: PHYSICAL ACTIVITY

- ☐ **CD Routine**  20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.





Core Concept Lesson



10 minutes

OVERVIEW

Begin by introducing the children to Miss Dairy, who will explain that milk is a Go & Grow food that is good for kids' bones and muscles. She will explain that most milk comes from cows, and she will have food cards to show examples of different dairy products.

SUPPLIES



Miss Dairy puppet



Milk/Dairy product food flash cards (cheese, yogurt, cottage cheese, etc.)

LESSON STEPS

Step 1.

Have Miss Dairy begin by talking to the children.



Miss Dairy: *"Hello children, I am Miss Dairy. What do I look like? Can anyone tell me? Yes, a carton of milk. Milk is a Go & Grow food that is good for your bones and muscles. Most milk comes from a certain animal. Can anyone tell me what animal most milk is from? A cow. And milk is used to make all kinds of other foods."*

Step 2.

Go over different foods that are dairy foods with flash cards. (Milk, cheese, yogurt, cottage cheese, etc.) After each food, ask kids to raise their hands if they like that food.

Step 3.

Miss Dairy continues talking to the children.



Miss Dairy: *"Now when it comes to drinking milk, you know there are different kinds of milk to drink. There is regular milk, 2% low fat milk, 1% low fat milk, and skim milk. All of these different kinds of milk have good vitamins — vitamin D, calcium (something that helps your bones and teeth stay strong), and protein (to help you grow tall and strong). All milk is good for you because milk helps your body Go & Grow!"*

ACTIVITY 1

Read the book “Raising Cows on the Koebels’ Farm” by Alice K. Flanagan and discuss. 10 minutes

OVERVIEW

Read the book “Raising Cows on the Koebels’ Farm” and discuss with the kids where milk comes from and how it gets to the grocery store.

SUPPLIES



“The Milk Makers” book



Miss Dairy puppet

ACTIVITY STEPS

Step 1.

Read the book “Raising Cows on the Koebels’ Farm.”

Step 2.

Have Miss Dairy discuss with the children how milk gets from the cow to the grocery store.



Miss Dairy: “So how does milk get from the farm to the grocery store? That’s right, the milk that you have at home came from a cow just like this one in the book. Isn’t that fun to know?”

PHYSICAL ACTIVITY

CD Routine 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



ACTIVITY 2



Milk Tasting



10 minutes

OVERVIEW

Miss Dairy and Mr. Fat explain that even though all milk is healthy for you, there is some milk that is better because it has less fat (model with whole milk, 2%, 1%, and skim). Children taste 1% milk.

PREP

Prepare a small sample of 1% milk for each child in class.

SUPPLIES



Miss Dairy puppet



Mr. Fat puppet



Small cups for tasting (1 per child)



Fresh 1% milk to sample



Small cartons or pictures of cartons of each kind of milk (skim, 1%, 2%, whole)

ACTIVITY STEPS

Step 1.

Have Miss Dairy start by talking to the children.



Miss Dairy: “All milks have important ingredients like vitamin D and calcium to make your bones and teeth strong. Milk also has protein to make your body strong. But some kinds of milk are better for you than other kinds. They all have those good ingredients, but some kinds of milk have too much Mr. Fat.”

Bring out the Mr. Fat puppet. Have him act tired and slow while he talks to the children.



Mr. Fat: “I am so tired and sleepy. I eat so much fat that it makes me slooooow. Some kinds of milk have a lot of me in them. Whole milk and 2% milk have the most fat in them. The whole milk usually comes with a red label. (Show the carton of whole milk.) Whole milk has a lot of Mr. Fat in it. Will it make you Go & Grow or make you Slow? That’s right. Slooooow. 2% milk has less fat than whole milk, but still too much fat. 2% milk usually comes with a dark blue label.” (Show the 2% milk carton.)



Miss Dairy: “Now 1% milk is a great choice because it doesn’t have too much Mr. Fat in it, but it still tastes great! 1% milk usually has a purple label. 1% milk will help you Go & Grow! And the last kind of milk, skim milk, has the least amount of Mr. Fat in it. Skim milk usually has a light blue label.” (Show the 1% and skim milk cartons.)

Step 2.

Hand each child a small cup of 1% milk to taste.

Step 3.

Ask for a show of hands as to who liked that milk.

Step 4.

Miss Dairy continues talking.



Miss Dairy: “1% milk is a great choice for milk because it tastes good and doesn’t have too much Mr. Fat!”

LESSON STEPS

PHYSICAL ACTIVITY

CD Routine 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



ACTIVITY 3



Milk is Good for Your Teeth!



10 minutes

OVERVIEW

Miss Dairy discusses how milk is good for the kids' teeth.

SUPPLIES



Miss Dairy puppet



Teeth flash cards

ACTIVITY STEPS

Step 1.

Have Miss Dairy begin by talking to the children.



Miss Dairy: *"Milk is a Go & Grow food because it makes our bodies healthy and strong. Milk also helps our teeth stay healthy and strong. Everyone show me your teeth..."*

As class shows their teeth, encourage big smiles.

Miss Dairy: *"Wow, those are some nice teeth. And teeth help us eat healthy food so we want them to be strong. Juice and soda pop have lots of Miss Sweet, and Miss Sweet brings sugar bugs to your teeth. Yuck! And they eat up your teeth and make them weak. That's why it is better to drink milk instead of sugary drinks like soda pop."*



Step 2.

Take out healthy tooth flash card.



Miss Dairy: *"Does anyone know what this is? That's right, it's a tooth. This is a nice, strong healthy tooth. Now let's look at this picture."*



Step 3.

Take out cavity tooth flash card.



Miss Dairy: *"This is a tooth that is not so healthy. Do you see this yellow spot? Do you know what that spot is? It's a cavity. A cavity is a spot where sugar bugs have started eating your tooth so that a dentist has to fix it. We have to brush our teeth everyday at least two times, drink lots of milk, and try not to eat too much candy and drink too much soda pop and sweet drinks so we don't get cavities."*

PHYSICAL ACTIVITY

CD Routine 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



Drinking Water and Moving Your Body

BACKGROUND

What you should know

- Health experts say that kids need at least 60 minutes of moderate to vigorous physical activity most days of the week.
- Exercise has positive effects on your heart, muscles, brain (active kids learn better) and feelings.
- Kids need to drink plenty of water instead of sugary drinks.

OBJECTIVE

What children will learn

- Children will be able to identify what exercise is and that it is good for their bodies.
- Children will also be able to identify sugary drinks as Slow foods and water as a Go & Grow drink for healthy bodies.

Overview 40 minutes total time

Each core lesson is 20 minutes and each physical activity is 20 minutes.

DO THIS: CORE LESSON

- ☐  **Core Concept Lesson**  10 minutes

Teacher leads a discussion about how exercise helps our hearts, muscles, and our brains work their best. Kids run in place and feel their hearts beating, touch their arms and feel their muscles, and talk about how exercise helps the whole body. They then talk about how much their bodies need water and that water is the best drink after exercising.

DO ONE: SUPPLEMENTAL ACTIVITY

ACTIVITY 1

- ☐  **Puppet Show**  10 minutes

The “Too much TV” puppet show with Miss Fruit shows the kids how too much TV is not good for your body.

ACTIVITY 2

- ☐  **Exercise Charades**  10 minutes

Children sit in a circle and act out different activities and discuss if the activity is exercise or not. They then discuss the best drinks for after they do exercise.

ACTIVITY 3

- ☐  **“Instead of TV I could...”**  10 minutes

Children make activity spinners they can use when they are trying to think of something they can do instead of watching TV.

DO THIS: PHYSICAL ACTIVITY

- ☐ **CD Routine**  20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.





Core Concept Lesson



10 minutes

OVERVIEW

Lead a discussion about how exercise helps our hearts, muscles, and our brains work their best. Kids run in place and feel their hearts beating, touch their arms and feel their muscles, and talk about how exercise helps the whole body. Include discussion about how much their bodies need water and that water is the best drink after exercising.

SUPPLIES



Clock or watch to time one minute (wall clock is fine)

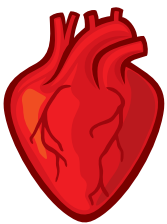
Step 1.

Teacher talks to the children.

“In order to stay healthy and grow tall and strong, we need to take care of our bodies. How can we do that? We should:

1. *Eat Go & Grow foods every day.*
2. *Eat Slow foods only every once in a while.*
3. *Exercise every day for at least 1 hour!*
4. *Choose water to drink instead of drinks with too much sugar.*

Today we will be talking about exercise and how it is good for your body. First let’s talk about our hearts.”



Step 2. Heart

Point to your heart and ask, *“What is in here that goes thump, thump, thump?”* Tell them that a healthy heart is important for a healthy body.

Next have everybody stand up, put their hands on their hearts and feel it beating. Ask them how it feels — does it go thump...thump...thump? Ask a few children to sound out how their heartbeat feels. Then have everyone run in place for 1 minute. After running, have everyone feel their heartbeat again. Point out that it is beating faster.

Tell them that exercise makes your heart beat faster. That is good because

your heart is a muscle and when it beats faster it makes the muscle stronger to help you stay healthy. The stronger your heart is the better able it is to pump blood and oxygen — two things your body needs to stay healthy and strong — all around your body.

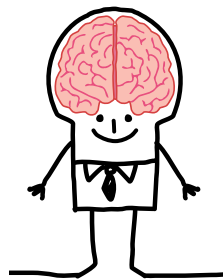


Step 3. Muscle

Now point to your arm muscle and ask: *“What is this?”*

Have kids make a muscle in their arm and feel it with their other hand. Have them feel the muscle in their leg calf too. Have them all run in place again, but this time emphasize pumping the arms, using the arm muscles.

Ask the children: *“Feel your muscles again — are they tighter?”* Explain that exercise makes your muscles get stronger. Muscles help us stand tall, and help us not hurt ourselves when we play or when we carry things. Also if we have muscle in our bodies, then we won’t have too much fat. Too much fat on our bodies is not good for our hearts or our health.



Step 4. Brain

“So exercise is good for our hearts and our muscles, what else, hmmmm — our brains!”

Point to your brain and ask: *“What is this? Now this one is going to be a little tricky to explain — but....What do you do with your brain? You think. Thinking is what helps you learn about your numbers, your letters, how things work, how to be friends with people. The brain helps us with all sorts of stuff. Did you know that exercise helps us think better? Hard to believe, isn’t it? Now, we can’t really show our brains thinking better like we showed our hearts beat faster and our muscles get harder. However, notice how much better you think after you’ve been outside running around. So, let’s see, exercise is good for our — what? Heart, muscles, and brain!”*

Step 5.



Water

“Now when we exercise a lot, we feel thirsty. Do you ever get thirsty when you exercise? Let’s talk about what is good for our bodies to drink after we exercise — drinking water.



Our bodies are made mostly of water. Did you know that? Water also helps our heart, our muscles, or brain work well. But we lose water all day and night, especially when we exercise. Does anyone know how we lose water? That’s right, when we sweat we lose some water. Also when we go to the bathroom, our bodies let go of some water. We need to keep drinking water all the time for our hearts and muscles and brains to be healthy.

We can also drink milk! But can any of you tell me a drink that is a Slow food? Soda pop and other sweet drinks! All that sugar in soda and sweet drinks is slowwww. And it’s not good for our teeth! Even juice is pretty sweet — we should only drink a little!

Water is what our body needs!”

ACTIVITY STEPS

ACTIVITY 1



Puppet Show



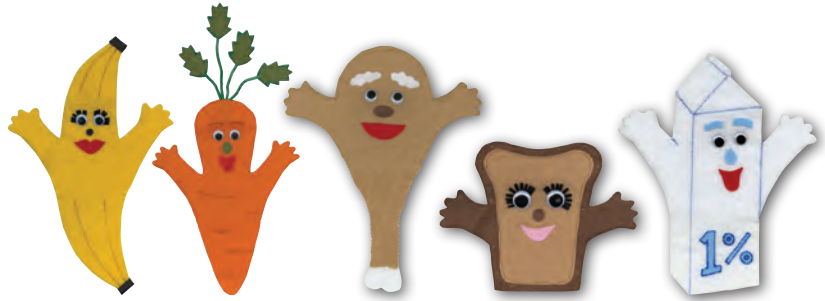
10 minutes

OVERVIEW

The teacher and one of the puppets lead a discussion about watching TV.

SUPPLIES

Any Go & Grow puppet



Miss Fruit

Mr. Vegetable

Mr. Protein

Miss Grain

Miss Dairy

Step 1.

Teacher tells the children that we are going to be talking about TV.

“Does anyone watch TV? What are some things that are good about watching TV?”

(Children respond: You can learn new stuff — like on Sesame Street or Barney. TV can be fun to watch — people do funny things. TV can be interesting — you watch a story, etc.)

“What can be bad about watching TV?”

(Children respond: Some shows can be scary. Sometimes you see bad things that happen to people. Most people watch too much TV.)

Step 2.

Pick out a Go & Grow food puppet to have a conversation with about too much TV. You can read from the script.

Teacher: *“Puppet — can you tell me what’s so bad about watching too much TV?”*

Puppet: *“I’ll give you a clue and you figure it out, okay?”*

Teacher: *“Okay.”*

Puppet: *“Okay, here goes. What do you do when you watch TV?”*

Teacher: “Well, I don’t do anything. I sit there and watch. Isn’t that the point of watching TV? And sometimes I eat snacks while I watch TV.”

Puppet: “Exactly!!!! If you spend lots of time watching TV that means you’re not doing anything but sitting, sitting, sitting and eating. Does sitting get your heart beating kids? (Let them answer.) Does sitting get your muscles working? (Kids answer.) Does sitting get your brain firing? (Kids answer.) Does sitting help you when you have angry feelings?” (Kids answer.)

Puppet: “Right-o!! You spend too much time sitting and watching TV, your heart will grow weak, your muscles will grow soft, your brain will work slower and you’ll become one big pile of out of shape mush.”

Teacher: “Mush, yuck!” (Direct this question to the kids.) “I don’t want to become a big pile of out of shape mush, do you?” (Let kids answer.)

Puppet: “I knew you kids were smart! So, tell me kids, why do people watch so much TV anyway?”

Teacher: “What do you guys think — why do people watch TV?” (Call on individual children.)

Puppet: “I guess there are some good reasons to watch, but the key is to watch just a little.”

ACTIVITY STEPS

PHYSICAL ACTIVITY

CD Routine  20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



ACTIVITY 2



Exercise Charades 10 minutes

OVERVIEW

Teacher gathers the children in a circle and all together they act out different activities the teacher names and then say if the activity is exercise.

Step 1.

Teacher starts by telling the children: *“Let’s play a game called ‘What is Exercise?’”*

- Have the kids stand in a circle.
- Act out different activities — some that are and some that are not exercise (i.e., reading a book, running, building blocks, playing ball, jumping, watching TV).
- After each activity, ask the children, *“Is this exercise?”* Allow them to vote yes or no.
- If there is time, have the children take turns acting out different activities individually.



- After the children exercise, have them act out drinking water.

Step 2.

Ask children what kinds of exercise activities they have done in the last few days. Individually call on them to act it out.

ACTIVITY STEPS

Step 1.

PHYSICAL ACTIVITY

CD Routine 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



ACTIVITY 3



“Instead of TV I could...”



10 minutes

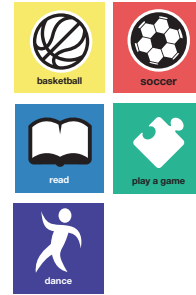
OVERVIEW

Children make exercise spinners they can use to pick out Go & Grow activities instead of watching TV.

SUPPLIES



Activity spinners



Activity stickers

ACTIVITY STEPS

Step 1.

Have the kids sit at a table.

Step 2.

Hand out activity spinners to the kids and hand out activity stickers.

Step 3.

Have the children place an activity sticker on each color of the spinner.

Step 4.

Have them spin the activity spinner so they can see different options for what they can do instead of watching TV.

PHYSICAL ACTIVITY

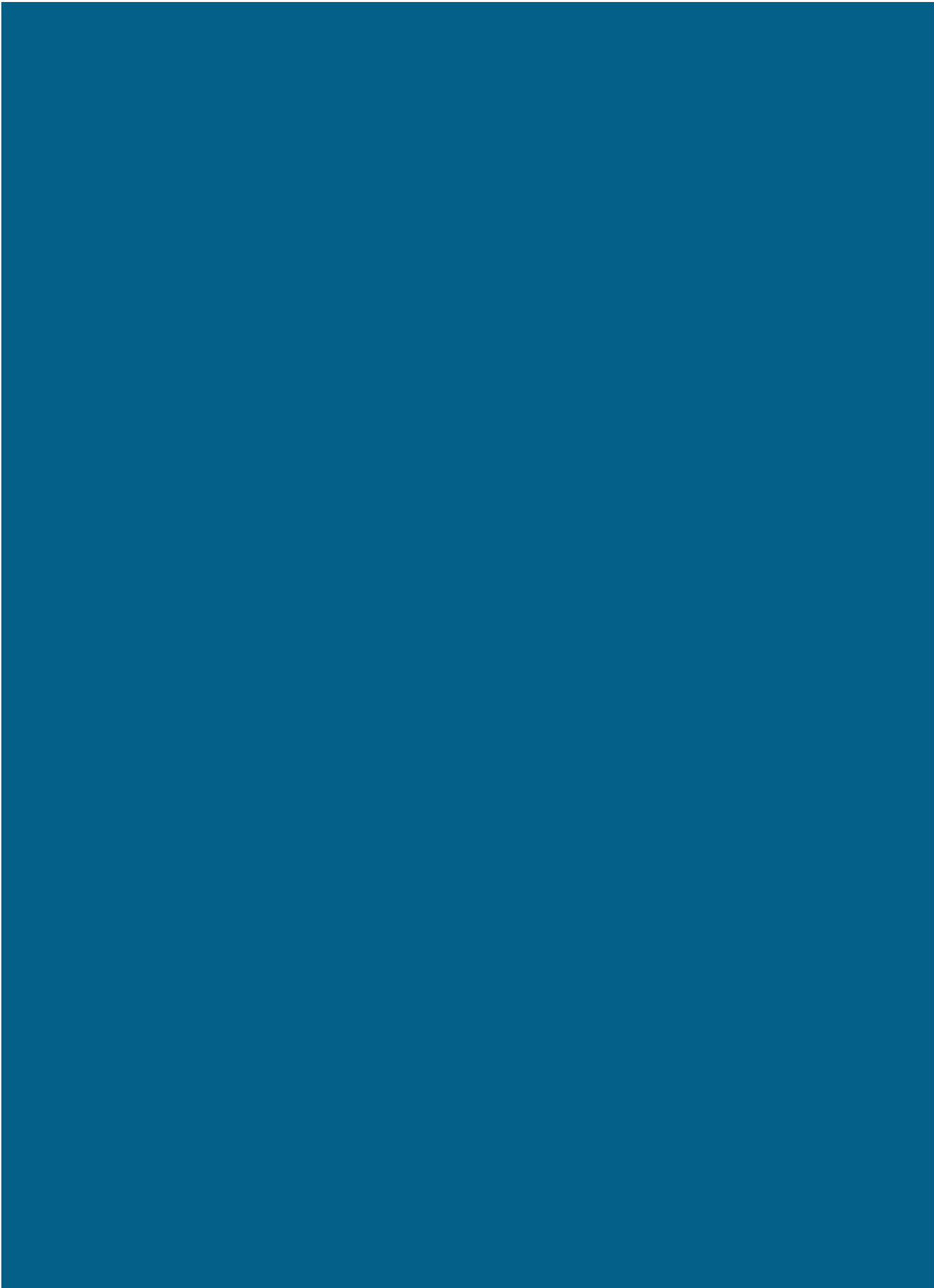
CD Routine



20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.





Healthy Snacking

BACKGROUND

What you should know

- Most of us, especially children, need a little extra fuel to keep us going between meals.
- Snacks can be a good thing as long as they are healthy.
- Choosing Go & Grow foods for snacks is best for our bodies.

OBJECTIVE

What children will learn

- Children will be able to explain that some snacks can be healthy and some snacks can be unhealthy.
- Children will be able to name one Go & Grow snack to eat.

Overview 40 minutes total time



Each core lesson is 20 minutes and each physical activity is 20 minutes.

DO THIS: CORE LESSON



- ☐  **Core Concept Lesson**  10 minutes
Read “Thomas has a Winning Day” and discuss the book.

DO ONE: SUPPLEMENTAL ACTIVITY


ACTIVITY 1

- ☐  **Fat Detective**  10 minutes
Children look at paper bags with high fat, Slow food snacks and paper bags containing healthy snacks and compare the grease stains left on the bags.


ACTIVITY 2

- ☐  **Snack Food Puppet Show**  10 minutes
Puppet show in which two puppets discuss identifying Go & Grow snacks vs. Slow snacks.

ACTIVITY 3

- ☐  **Snack Food Fast and Slow**  10 minutes
Children run in place at a fast pace when you show a picture of a Go & Grow snack food and then run in slow motion if you show a picture of a Slow snack food.

DO THIS: PHYSICAL ACTIVITY

- ☐ **CD Routine**  20 minutes
Complete one of the two physical activity routines provided on the Hip Hop to Health CD.





Core Concept Lesson



10 minutes

OVERVIEW

Read the book “Thomas has a Winning Day” and discuss that snacks can be a good thing if they are healthy Go & Grow snacks.

SUPPLIES



“Thomas has a Winning Day” book

Teacher leads discussion about snacks.

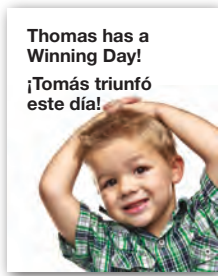
- Explain that this week we will be focusing on snacks.
- Ask children what they usually have for snacks.
- Ask whether they think they are Go & Grow or Slow snacks.
- Tell them you will now read a story about a little boy who often snacked on foods that had lots of Mr. Fat and Miss Sweet in them.

Step 2.

Read the book “Thomas has a Winning Day.”

Step 3.

After reading the book, use the printout of questions to discuss snack food choices (optional).



QUESTIONS FOR “THOMAS HAS A WINNING DAY”

1. Why do you think Chantay was strong?
2. Why wasn't Thomas happy?
3. Why do you think he didn't feel well?
4. What kinds of snacks would make Thomas or you feel better and have more energy?
5. What happened when Thomas started to eat more Go & Grow snacks?
6. What kinds of snacks did Thomas stop eating?

ACTIVITY STEPS

Step 1.

ACTIVITY 1



Fat Detective



10 minutes

OVERVIEW

Children look at paper bags with high fat, Slow food snacks and paper bags containing healthy snacks and compare the grease stains left on the bags.

SUPPLIES



High fat snack foods (3)



Healthy snack foods (3)



Brown paper bags (7)



Oil and butter

PREP WORK

Select 3 Go & Grow foods and 3 Slow foods. Place them each in a labeled brown paper bag. Leave it in a warm place OVERNIGHT so the grease can soak in and stain the bag.

SUGGESTED SLOW FOODS

Donuts
Potato chips
Chocolate chip cookies
Sweetbread
French fries

SUGGESTED GO & GROW FOODS

Whole wheat bagel
Pretzels
Teddy Grahams
Apple
Banana

Teacher starts by telling the children: *“Today we are going to talk about Mr. Fat. Is Mr. Fat a Go & Grow food or a Slow food? That’s right, a Slow food. Remember that Slow foods are okay, but if you eat too many of them, they will make you sloooow. Today we will learn how to tell if a food is a Slow food with lots of Mr. Fat in it.”*

Step 2.

Show kids a brown paper bag. Also show them and have them identify a bottle of oil and a stick of butter.



“This is Mr. Fat — in liquid form and in solid form. Oil and butter are pure Mr. Fat! Now we all need a little fat to keep us healthy and growing, but most people eat way too much fat. Do you want to see how to tell if a food has too much Mr. Fat in it?”

Step 3.

Place a bit of oil on a paper bag and show the children.

“What do you see? A spot, that’s right. A grease mark. Let’s see what happens when we rub some butter on a bag. Again!! A grease spot. Hmmm...what does this tell us? Do you think that if a food leaves a spot on a napkin, or on the bag, or leaves grease on our hands or plates that there’s too much Mr. Fat? I think so....

Let’s play a game. Let’s pretend we are detectives and we’re on the

lookout for Mr. Fat. How do we do that? We're going to check out some paper bags that food has been sitting in for a little while. Let's go."

Step 4.

Read this rhyme to the class:

*"Mr. Fat, we know he's here
We look to see a spot appear
On a bag, napkin or plate
A greasy spot says, 'Please Wait!'"*

Step 5.

Play what's in the bag.



- Hold up one of the bags with a food inside. Describe the food for the kids (i.e., I am a snack food that goes crunch, I taste salty, I come in different flavors like barbeque and sour cream and onion).
- Have kids take turns guessing what's in the bag.
- Once they've figured it out, ask them if they see a grease mark on the bag.
- Identify whether or not there is too much Mr. Fat in that food. If there is a grease mark, then there is too much Mr. Fat.
- Identify whether the food in the bag is a Go & Grow food or a Slow food. Foods with too much Mr. Fat are Slow foods.
- Tape a yellow triangle on bags with Slow foods and a green circle on the bags that contain Go & Grow foods.

PHYSICAL ACTIVITY

CD Routine 20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



ACTIVITY 2



Snack Food Puppet Show



10 minutes

OVERVIEW

Miss Fruit and Mr. Fat talk about snacks.

SUPPLIES



Snack food flash cards

Food Puppets



Miss Fruit

Mr. Vegetable

Mr. Protein

Miss Grain

Miss Dairy

Miss Sweet

Mr. Fat

ACTIVITY STEPS

Step 1.

Explain that today our puppets are going to put on a show about healthy snacking.

Step 2.

Use the Miss Fruit puppet and the Mr. Fat puppet to present the following scene:



Miss Fruit: *"Hello out there in school land! How are you? Well, now we're here today to talk with you about snacks."*



Mr. Fat: *"Oh, I just love snacks. Don't you love snacks? Ooohh, potato chips, Doritos, lots of Kool-Aid, and hmmmm.... Oh yeah, cookies and cake to finish it off. Aahhhhh (sigh of satisfaction)."*



Miss Fruit: *"Oh, great. He's going to be a lot of help with this talk isn't he. Actually, maybe he can be!! Hey Mr. Fat, did you get to the park over the weekend? We had a great*

game of tag going — we missed you!”



Mr. Fat: “Oh, well the park. Ummm, no I didn’t exactly ever get to the park. First I had breakfast, then a snack, then lunch, then another snack, then another snack, then dinner, and finally 2 more snacks. I was always too full to feel that I could run very fast or far.”



Miss Fruit: “That sounds like a lot of snacks, what do you think kids?”



Mr. Fat: “Too many snacks? I never thought about that. Now, I wonder what would be a good time for a snack.”



Miss Fruit: “Great question, Mr. Fat. What do you think kids? When is a good time for a snack? How about right after you have eaten breakfast, lunch or dinner? No! What about right after you have just had a snack? No! What about if you’re not hungry but you have nothing else to do? No! What about if you are thirsty — is that a good time for a snack? No! Drink water!!! What about if it’s going to be awhile before you eat your lunch or dinner and you are hungry? Yes!!!! Great. Let’s play a game — Miss Grain, Miss Fruit, Mr. Vegetable, Mr. Protein, Miss Dairy, and Miss Sweet are going to show us different snacks. Our job — and you too kids — is to figure out if the snack is Go & Grow or Slow, Slow, Slow!!!”



Mr. Fat: “Oohhh, I just love games. Let’s start!!!”

Step 3.

Take out the rest of the puppets and use one puppet at a time to introduce each snack (on the flash card). Let the children determine if each snack is a Go & Grow snack or a Slow snack. For example:

Go Food Puppet: “I am going to have an apple for a snack.”



Ask children if that is a Go & Grow snack or a Slow snack?

Mr. Fat: *“MMM...mmmmm, I just finished a nice bag of potato chips for my snack.”*

Ask children if that is a Go & Grow snack or a Slow snack?

Continue with the remainder of Go & Grow and Slow snack flash cards.

PHYSICAL ACTIVITY

CD Routine  20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.



ACTIVITY 3



Snack Food Fast and Slow



10 minutes

OVERVIEW

Kids move fast for the Go & Grow snack food flash cards and move slow for the Slow snack food flash cards.

SUPPLIES



Snack food flash cards



ACTIVITY STEPS

Have the children run in place at a fast pace when you show a picture of a Go & Grow snack food and then run in slow motion if you show a picture of a Slow snack food. Announce what the food is and start the appropriate corresponding movement each time you turn over a card. Model each movement for the appropriate food and have children keep moving fast or slow until you show the next food card. Keep going for at least 10 different cards.

PHYSICAL ACTIVITY

CD Routine



20 minutes

Complete one of the two physical activity routines provided on the Hip Hop to Health CD.

