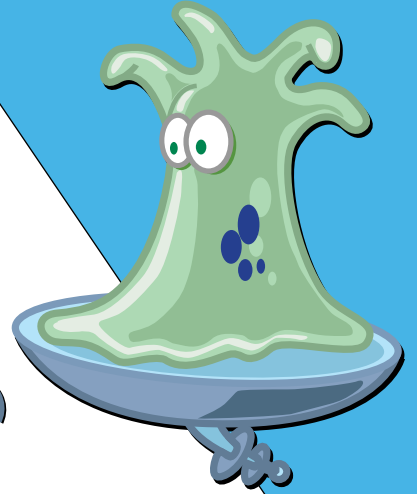
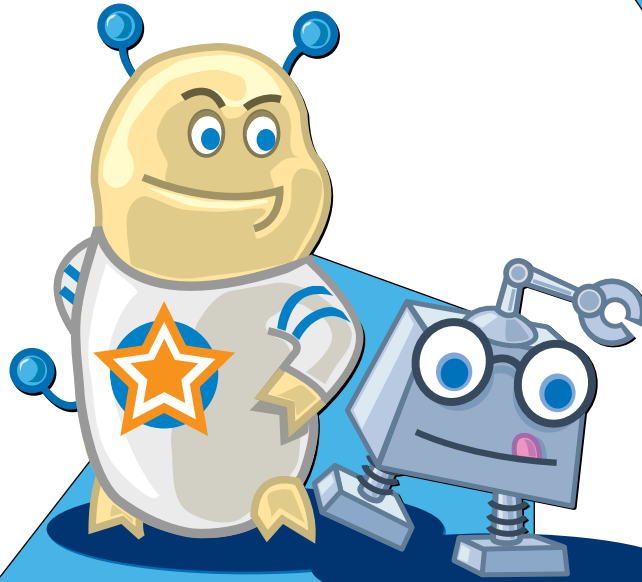


L.A.U.N.C.H.TM

**LEARNING AND UNDERSTANDING
NUTRITION, CHOICES & HEALTH**

ADVENTURES in wellness,
created by dietitians



Grades K-1

**Curriculum resources to
engage students in healthy
eating, active living and
positive self-esteem.**

- ★ curriculum connections
- ★ easy-to-use lesson plans
- ★ fun student activity sheets
- ★ home connection activities
- ★ assessment guide



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Kellogg's
NUTRITIONTM

Welcome to



Adventures in wellness,
created by dietitians

L.A.U.N.C.H.™
resources for
Kindergarten to
Grade 8 are available at
kelloggsnutrition.com

L.A.U.N.C.H.™ (*Learning and Understanding Nutrition, Choices & Health*) is a unique program created to engage students in healthy eating, physical activity and positive self-esteem. The program features entertaining ways to explore and foster healthy living habits through a series of curriculum-based resources for students in kindergarten to grade 8.

Developed by Registered Dietitians and based on the USDA's *MyPyramid*, the *L.A.U.N.C.H.™* initiative is rooted in the Kellogg Company's commitment to support children's healthy growth and development.

A New Adventure with *L.A.U.N.C.H.™*

The *L.A.U.N.C.H.™* program for kindergarten to grade 8 students features a team of three lovable characters from outer space, who have come to Earth seeking knowledge on healthy eating, active living and self-esteem. These characters are an integral part of the *L.A.U.N.C.H.™* program as they work together to help students succeed in their adventures to eat well, be active and feel good about themselves.

Embarking on the *L.A.U.N.C.H.™* Program is Simple

To begin, give each student a copy of the introduction to the "*L.A.U.N.C.H.™* Team" on page 3. Read it out loud to your class to set the stage and spark their interest as you embark on your *L.A.U.N.C.H.™* journey. Then follow the easy-to-use Adventure Plans to guide your lesson planning. Enjoy your *L.A.U.N.C.H.™* journey!

Teaching Tools to Guide Your <i>L.A.U.N.C.H.™</i> Adventure	Page #
★ Curriculum Connections - An overview of key learning expectations and subject links.....	2
★ Home Connections - A reproducible letter to encourage family involvement at home.....	4
★ Adventure Plans - Easy-to-use lesson planning guides outlining student activities.....	5
★ Student Adventures - Reproducible student activity sheets to accompany each Adventure Plan..	16
★ Teacher Notes - Additional nutrition information and resources.....	21
★ Assessment Guide - A simple guide to facilitate student assessment.....	23



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Grade 8 are available at
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ADVENTURE OBJECTIVES

LEARNING EXPECTATIONS

SUBJECTS

**ADVENTURE 1 - ONE OF A KIND
AMAZING BODIES**

Students explore parts of their body, how they've changed since they were born, and discover how each person is special and unique!

1. Recognize each person is special and unique.
2. Identify the major parts of the body and describe their functions.
3. Identify physical changes that have occurred since birth; e.g., height, shoe size, weight, body shape, clothes size, brain, hair and losing teeth.

- ☆Language Arts
- ☆Health
- ☆Art
- ☆Physical Education

**ADVENTURE 2 - START YOUR
DAY THE HEALTHY WAY**

Students explore daily habits for health including eating well, being active, eating breakfast, taking care of their teeth and getting enough sleep and rest.

1. Identify daily habits for good health and growth (eating well, being active, eating breakfast, taking care of teeth and getting enough sleep).
2. Identify ways to take care of teeth.

- ☆Health
- ☆Art
- ☆Language Arts
- ☆Physical Education

**ADVENTURE 3 - BLAST OFF
WITH HEALTHY EATING**

Students explore healthy eating habits and how eating well gives them energy, and helps them grow, learn and feel good.

1. Recognize nutritious foods are needed for energy and to grow, learn and feel good.
2. Identify healthy eating habits; e.g. eating a variety of foods, a balanced breakfast, lunch and dinner, choosing nutritious snacks and drinking water.

- ☆Language Arts
- ☆Health
- ☆Art
- ☆Physical Education

**ADVENTURE 4 - FLYING WITH
MYPYRAMID**

Students explore the USDA's *MyPyramid For Kids*, become familiar with foods in the five food groups, and learn to choose a variety of nutritious snacks.

1. Recognize *MyPyramid For Kids* and the variety of foods in each food group.
2. Identify the five food groups in *MyPyramid For Kids* and give examples of foods in each food group.
3. Be able to choose healthy snacks that include a variety of foods from the five food groups.

- ☆Health
- ☆Language Arts
- ☆Art
- ☆Math
- ☆Physical Education

**ADVENTURE 5 - FINDING FOOD
LABELS**

Students explore how food labels give us important information for healthy eating.

1. Understand that different types of food are needed for good health.
2. Know that foods are classified into five food groups.
3. Identify the food groups and give examples of foods in each group.
4. Recognize that food packaging gives us important information for healthy eating.

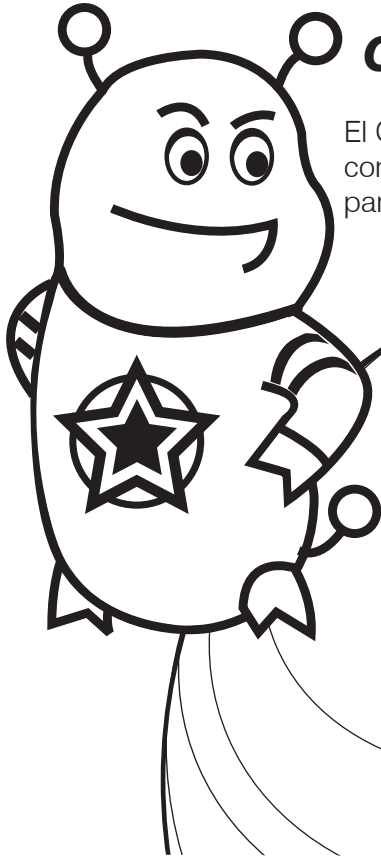
- ☆Health
- ☆Language Arts
- ☆Art
- ☆Physical Education

Presentando al Equipo **L.A.U.N.C.H.**[™]

Un grupo de extraterrestres llamado el Equipo **L.A.U.N.C.H.**[™] ha llegado desde el espacio sideral para aprender acerca de los terrícolas. Quieren saberlo todo acerca de nuestros hábitos y cómo crecemos y nos comportamos. Las muchas preguntas que tienen acerca de las personas en la Tierra les han traído desde los rincones más remotos de la galaxia. ¡Y quisieran que les ayudáramos en su jornada! Aprendamos un poquito más acerca de nuestros héroes:

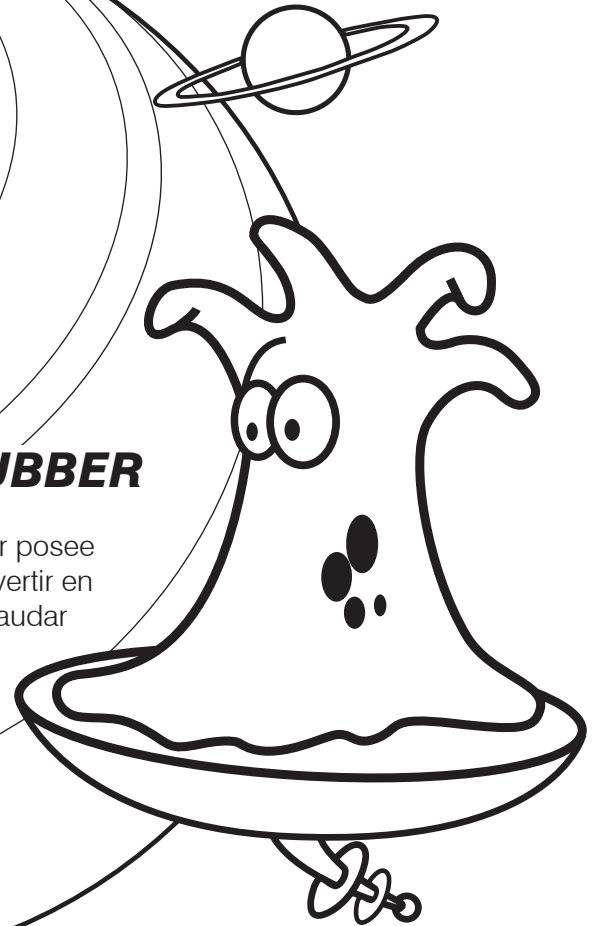
CAPITÁN KIP

El Capitán Kip es el líder del Equipo **L.A.U.N.C.H.**[™]. Él está muy confiado y le gusta hacer preguntas y compartir información importante para ayudar a conducirnos por las Aventuras.



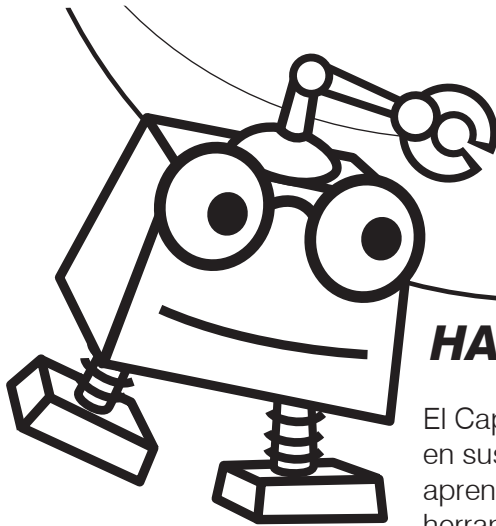
GLUBBER

Glubber es todo diversión... ¡preparate para unas carcajadas! Glubber posee unos increíbles poderes para cambiar las formas y nos se puede convertir en prácticamente cualquier cosa para conducirnos y darnos pistas para audar a solucionar las Aventuras.



HANDY-BOT

El Capitán Kip y Glubber construyeron a Handy-Bot para que les ayudara en sus viajes. Con una actitud siempre positiva, a Handy-Bot le encanta aprender cosas nuevas y siempre está dispuesto a contribuir con herramientas para ayudar a realizar las Aventuras.



Estimados padres/tutores:

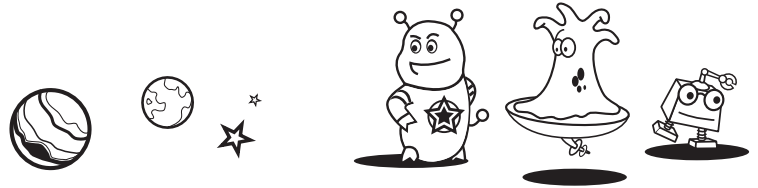
Este año, nuestra clase comienza *L.A.U.N.C.H.*TM, un excitante programa educativo creado por Dietistas Registrados para promover el crecimiento y desarrollo saludables de los niños.

Los niños de primaria están en una edad ideal para aprender hábitos saludables para vivir que pueden durar toda una vida. *L.A.U.N.C.H.*TM alienta a los niños a alimentarse bien, a estar activos y a sentirse bien consigo mismos. Este único programa apoya a los educadores y a los padres con actividades divertidas para captar la atención de los niños en la escuela y en el hogar.

Quisiera invitarles a involucrarse en las actividades de *L.A.U.N.C.H.*TM junto a sus niños en el hogar. Favor de ver las actividades para el hogar que se presentan a continuación. Le pedimos que apoye a su hijo(a) en estas actividades.

Puede aprender más acerca del programa *L.A.U.N.C.H.*TM, así como hallar más consejos para una vida saludable para toda la familia en www.kelloggsnutrition.com.

¡Le deseamos mucha salud a usted y a su familia!



***L.A.U.N.C.H.*TM Avisos de actividades para el hogar para los grados K-1**

AVENTURA 1 - CUERPOS MARAVILLOSOS Y ÚNICOS

FECHA DE ENTREGA: _____

Se le pedirá a los estudiantes que vean algunas de sus fotos de bebé y que elijan una para traer a la clase, y posiblemente una foto del año escolar en curso. Por favor asegúrese que elijan una que no haya que devolver. Destacaremos sus fotos en clase.

AVENTURA 2 - COMIENZA TU DÍA DE FORMA SALUDABLE

FECHA DE ENTREGA: _____

Se le pedirá a cada estudiante que se dibuje a sí mismo(a) haciendo algo que disfruta hacer para mantenerse saludable, como el tomar el desayuno o una merienda saludable o jugando un juego activo favorito. Usaremos sus imágenes para crear un exhibidor que celebra la vida saludable.

AVENTURA 3 - DESPEGA CON LA ALIMENTACIÓN SALUDABLE

FECHA DE ENTREGA: _____

Se le pedirá a los estudiantes que usen hojas sueltas de supermercados y periódicos viejos para recortar fotos de algunos alimentos que les gusta desayunar, basado en nuestra plática sobre la alimentación saludable. También pueden dibujar las comidas que disfrutan. Usarán las imágenes que traigan al salón para crear un collage de desayuno.

AVENTURA 4 - VOLANDO CON MYPYRAMID

FECHA DE ENTREGA: _____

Se le pedirá a los estudiantes que coleccionen los empaques vacíos de algunas de las comidas que disfrutan dentro de una alimentación saludable, para crear modelos de "Eres lo que comes". Ejemplos incluyen latas de zumos, contenedores de yogur, cajas de cereal, latas de frijoles, cajas de uvas pasas. Favor de asegurarse de limpiar bien los empaques antes de enviarlos a la clase.

AVENTURA 5 - HALLANDO LAS ETIQUETAS DE LOS ALIMENTOS

FECHA DE ENTREGA: _____

Se le pedirá a los estudiantes que realicen una "Búsqueda del Tesoro con Empaques de Comida" con la ayuda de un adulto y que traigan dos empaques vacíos de alimentos a la clase. Estaremos explorando cómo las etiquetas de los alimentos nos proporcionan información importante para una alimentación saludable.



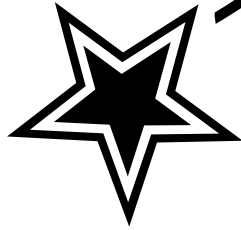
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ADVENTURE PLANS FOR GRADES K-1

ADVENTURE 1

ONE OF A KIND AMAZING BODIES

Students explore parts of their body, how they've changed since they were born, and discover how each person is special and unique!



Learning Expectations:

1. Recognize each person is special and unique.
2. Identify the major parts of the body and describe their functions.
3. Identify physical changes that have occurred since birth; e.g., height, shoe size, weight, body shape, clothes size, brain, hair and losing teeth.

Subject Links:

Language Arts, Health, Art, Physical Education

Materials & Resources:

- ☆ A book on growing up and appreciating self and others. Suggested book: *I Like Being Me: Poems for Children About Feeling Special, Appreciating Others, and Getting Along* by Judi Lalli and Douglas L. Mason-Fry.
- ☆ A book on the human body and functions. Suggested books: *Me and My Amazing Body* by Joan Sweeney and Annette Cable; *My First Body Book* by Christopher Rice, Melanie Rice and Inc Dorling Kindersley; *Parts and More Body Parts* by Tedd Arnold.
- ☆ *You Are One of a Kind* activity sheet (page 16)
- ☆ Paper
- ☆ Paints, colored pencils or crayons
- ☆ Glue

Class Discussion:

Each student is "one of a kind"! Read a book about growing up and appreciating self and others such as *I Like Being Me: Poems for Children About Feeling Special, Appreciating Others and Getting Along*. Note that it is important to accept and appreciate one another's differences. Then explore the following characteristics to help students recognize they are each special and unique:

- ☆ cultural heritage
- ☆ favorite activities
- ☆ physical characteristics
- ☆ food preferences

Teaching Tip:

Some students may have lost several teeth, while others may still have all their baby teeth. This is a good example to use to encourage respect for different rates of growth and development and individual characteristics. Use a "missing tooth" graph if you have one in the classroom as a reference.

Activities:

1. Introduce the *L.A.U.N.C.H.*™ Team and what makes each character special and unique. For example, *Kip* is the captain of the *L.A.U.N.C.H.*™

L.A.U.N.C.H.™
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ADVENTURE 1

ONE OF A KIND AMAZING BODIES

Continued



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Team; *Glubber* is the wild and wacky first mate who can contort into different shapes; and *Handy-Bot* is a robot that can fix things with a vast array of tools. Then, in pairs, have students take turns telling each other something that's special and unique about themselves and each other.

2. Making handprints with paints or tracing the hands or feet are activities that can be used to get children thinking about the size of their hands and feet now compared to when they were a baby. Provide students with art supplies to do one of these activities, then ask them the following questions to help them explore how they have grown:

- ☆ How has your body grown and changed since you were a baby?
- ☆ What can you do by yourself now that you are bigger?
- ☆ What do you need each day to help you grow?

Student Adventure 1 : You Are One of a Kind

Ask students to bring a favorite baby picture from home to glue in the center of their *You Are One of a Kind* activity sheet on page 16 (see *Home Connection* below). They can either draw a picture of how they look now or place their current school year's picture in the space provided. They may wish to color this sheet after they have added their picture(s).

Home Connection:

Showcasing a favorite baby picture can be a fun way for students to think about how much they have grown since they were born.

At Home: With the help of a family member, ask students to look at some of their baby pictures to see how much they have grown. Have each student pick one photo they can bring to class to showcase for this activity. They can also bring to class a current school year picture or draw in how they look now.

In Class: Ask students to write their name on the back of their pictures. Collect students' baby and school year pictures before they show them to their classmates and play a guessing game with the class to see if they can guess who's who. Have students glue their picture in the center of the star on the *You Are One of a Kind* activity sheet on page 16 (see *Student Adventure 1*) and have them place their current school year picture or draw a picture of themselves now in the area indicated. Showcase their pictures on a wall or bulletin board in the classroom to celebrate how each student is special and unique.

Active Learning: Captain Kip Says

Read a basic book on the human body such as *Me and My Amazing Body* and discuss the various body functions with students. Then introduce the "Captain Kip Says" game, a variation of "Simon Says". Call out instructions to get students moving while they identify parts of the body. For example, "Captain Kip says...": "hop on one foot" or "touch your toes." Also include some questions for students to identify the function of various parts of the body. For example, "Captain Kip says...":

- "...put your hands over your heart...what does your heart do?"
- "...stick your tongue out...what's the purpose of your tongue?"
- "...huff and puff...what part of the body are you using?"
- "...rub your tummy...what does your stomach do?"

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6

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L.A.U.N.C.H.™

LEARNING AND UNDERSTANDING
NUTRITION, CHOICES & HEALTH

Adventures in wellness,
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ADVENTURE PLANS FOR GRADES K-1

ADVENTURE 2

START YOUR DAY THE HEALTHY WAY

Students explore daily habits for health including eating well, being active, eating breakfast, taking care of their teeth and getting enough sleep and rest.

Learning Expectations:

1. Identify daily habits for good health and growth (eating well, being active, eating breakfast, taking care of teeth and getting enough sleep).
2. Identify ways to take care of teeth.

Subject Links:

Art, Health, Language Arts, Physical Education

Materials & Resources:

- ☆ Drawing paper (2 sheets per student)
- ☆ Crayons or markers
- ☆ A book on dental care. Suggested books: *Open Wide: Tooth School Inside* by Laurie Keller; *Oh the Things You Can Do that Are Good for You!* (Cat in the Hat's Learning Library) by Tish Rabe and Aristides Ruiz
- ☆ For more student activities and tips on dental care, visit the American Dental Association at: <http://www.ada.org/public/education/teachers>
- ☆ *Start Your Day the Healthy Way* activity sheet (page 17)
- ☆ Chalk or large, plastic toy hoops

Class Discussion:

The L.A.U.N.C.H.™ Team is curious to know how people and animals on Earth stay healthy. The following questions help students realize all living creatures require water, food, physical activity and rest for good health.

Ask students:

- ☆ What does the word "healthy" mean? How does your body feel when you are healthy?
- ☆ Who has pets? What do you do to take care of them?
- ☆ What do all people and animals need to stay healthy?
- ☆ What do you do to stay healthy each day?

Teaching Tip:

Taking care of animals at home or in the classroom is a fun way for students to learn about basic needs for health including food, water, activity, rest and keeping clean.

Activities:

1. Create and sing a "habits for health" song. Two examples that can be sung to the tune "Row, Row, Row Your Boat" follow:

Eat, eat, eat your breakfast
Each and every day
Happily, happily, happily, happily
Let's go out and play!

Brush, brush, brush your teeth
Each and every day
Flossing, flossing, flossing, flossing
Keeps the cavities away!

The class may want to add to the song by developing their own verses.

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ADVENTURE 2

START YOUR DAY THE HEALTHY WAY



Continued

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2. Read a book about dental health such as *Open Wide: Tooth School Inside* or *Oh the Things You Can Do That are Good for You!* (Cat in the Hat's Learning Library). After reading the book(s), ask the students to name things they can do to keep their teeth healthy. Students can then make a flip sheet that illustrates how they can keep their teeth healthy. Prepare one flip sheet for each student in advance. To do this fold a sheet of paper in half lengthwise, then divide the top flap into four equal sections that can flip up, making three cuts in the top flap cutting from the edge of the paper to the center crease. Students can copy one of the words "toothbrush," "toothpaste," "floss" and "dentist" onto each of the top flaps and then draw a picture to illustrate each inside.

Student Adventure 2: Start Your Day the Healthy Way

The *Start Your Day the Healthy Way* activity sheet (page 17) reinforces daily habits for health while students help *Glubber* find the way to school through an intergalactic maze. They can color all the things *Glubber* can do to be healthy on the way to school.

Home Connection:

Creating a display that celebrates students' healthy living habits can encourage students to engage in daily habits for health.

In Class: Based on the class discussion, make a list of ways to stay healthy.

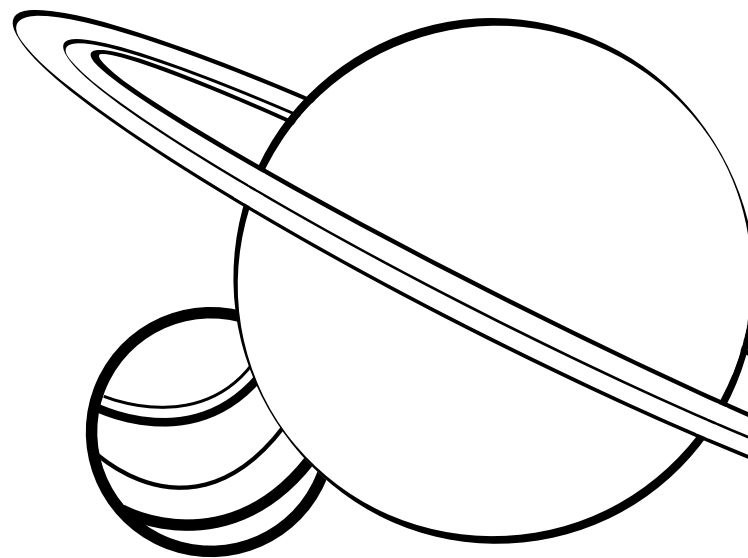
At Home: Have each student draw a picture of himself/herself doing something he/she enjoys doing to stay healthy.

For example: eating breakfast or a healthy snack, playing a favorite active game or going to bed for a good night sleep.

In Class: Showcase students' pictures in a display that celebrates their healthy living habits.

Active Learning: Habits for Health Intergalactic Hopscotch

A game of hopscotch can be adapted to have students identify healthy habits while being active. Using chalk, create a few intergalactic hopscotch outlines with circles to represent planets instead of squares outside in the playground, if weather permits. Alternatively, use large, plastic toy hoops to create intergalactic hopscotch outlines in the hallway or gym. Let students take turns playing. Every time they land on a planet, they have to call out a healthy habit they can do, before moving on. Encourage students to be specific, for example: eat a fruit for snack, play ball, drink water, eat breakfast or brush teeth.



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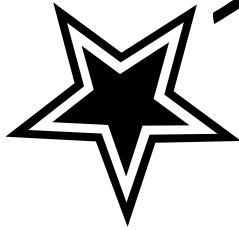
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Students explore healthy eating habits and how eating well gives them energy, and helps them grow, learn and feel good.



Learning Expectations:

1. Recognize nutritious foods are needed for energy and to grow, learn and feel good.
2. Identify healthy eating habits; e.g. eating a variety of foods, a balanced breakfast, lunch and dinner, choosing healthy snacks, and drinking water.

Subject Links:

Language Arts, Health, Art, Physical Education

Materials & Resources:

- ☆ A book on variety for healthy eating. Suggested book: *Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert
- ☆ *Take Off with Breakfast* activity sheet (page 18)
- ☆ Large poster paper
- ☆ Construction paper
- ☆ Crayons or markers
- ☆ String
- ☆ Wire coat hangers (1 per student)
- ☆ Old grocery flyers and food magazines
- ☆ Glue
- ☆ Laminating paper (optional)

See the Teacher Notes at the back of this resource (on pages 21 & 22) for more information on this adventure.

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Class Discussion:

The following questions can help students recognize that just as a spaceship needs fuel to take off, their bodies need food for energy and nutrients to go, grow and glow.

- ☆ What would happen if a spaceship tried to take off without any fuel?
- ☆ Have you ever had to go without breakfast? How did your body feel later on in the morning when you started your day without fueling up with breakfast?
- ☆ What if you missed lunch, dinner or snacks? How would your body feel?
- ☆ How would you feel if you did not have anything to drink all day?

Teaching Tip:

Foods come in all kinds of interesting colors, shapes, and sizes with a variety of tastes and smells to explore. Help children develop healthy relationships with food by encouraging them to enjoy a variety of foods, rather than labelling individual foods as good or bad. Remember all foods can fit into healthy eating!

Activities:

1. Enjoying a variety of foods gives us energy and nutrients to grow and learn. Read a book such as *Eating the Alphabet* to encourage students to enjoy a variety of foods. As you read, ask students to name some foods that begin with each letter.

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ADVENTURE PLANS FOR GRADES K-1
ADVENTURE 3
BLAST OFF WITH HEALTHY EATING

Continued



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2. Students can create their own “intergalactic healthy eating mobiles.” On large poster paper, make a list of five healthy eating habits to guide students. Your list should include: eating a balanced breakfast, lunch and dinner, choosing nutritious snacks and drinking plenty of fluids. Using construction paper, have each student cut out five various sized planets. Ask students to illustrate a different healthy eating habit on each planet. Their drawings should include a variety of foods for breakfast, lunch, dinner and snacks as well as fluids such as water, milk and juice. Use string to hang their healthy eating habit planets on a coat hanger.

Student Adventure 3: Take Off with Breakfast

Ask students to color in pictures of some of their favorite foods in each food group to help fuel the L.A.U.N.C.H.™ spaceship on this activity sheet (page 18). When they are finished, each student can take their activity sheet home to display on their fridge.

Home Connection:

A collage of each student’s favorite nutritious breakfast foods in an intergalactic spaceship blasting through space can serve as a fun reminder to “fuel up.”

In Class: Brainstorm a list of nutritious foods students like to eat for breakfast, as well as some less typical breakfast foods such as pizza and sandwiches. Celebrate cultural diversity by including foods from other countries that students enjoy. Remember to include drinks like milk, juice and water. See the *Teacher Notes* for more information to help students make nutritious choices.

At Home: With the help of a family member, ask students to look through grocery flyers and old magazines and cut out pictures of some of their favorite nutritious breakfast foods to bring back to school. Students can draw pictures of foods they were not able to find in papers and magazines.

In Class: Bring some grocery flyers and food magazines to class, for students who may not bring any pictures from home. Give each student a sheet of construction paper about the size of a placemat. Ask students to imagine and draw a spaceship blasting through space or provide a large enough spaceship tracer for this activity. Have them create their own healthy eating collage by gluing pictures of their favorite foods into or around the spaceship. Collages can be laminated so they can be used as a placemat at home, or left at school to decorate the walls of the cafeteria or halls.

Active Learning:

If You Are a Healthy Eater - Clap Your Hands!

Sing a song to the tune of “If You’re Happy and You Know It” to encourage students to enjoy healthy eating habits:

If you ate a healthy breakfast...clap your hands!

If you ate a healthy breakfast...clap your hands!

If you ate a healthy breakfast...and you know it was the greatest

If you ate a healthy breakfast...clap your hands!

Continue the song with three more verses by substituting the words “lunch,” “snack” and “dinner” for the word “breakfast” and other actions such as “stomp your feet” for “clap your hands.” You can also add a “If you drank lots of water...” verse.

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ADVENTURE PLANS FOR GRADES K-1

ADVENTURE 4

FLYING WITH MYPYRAMID

Students explore USDA's MyPyramid For Kids, become familiar with foods in the five food groups, and learn to choose a variety of nutritious snacks.

Learning Expectations:

1. Recognize the USDA's *MyPyramid For Kids* and the variety of foods in each food group.
2. Identify the five food groups in USDA's *MyPyramid For Kids* and give examples of foods in each food group.
3. Be able to choose healthy snacks that include a variety of foods from the five food groups.

Subject Links:

Health, Language Arts, Art, Math, Physical Education

Materials & Resources:

- ☆ USDA's *MyPyramid For Kids* poster. Visit www.mypyramid.gov/kids
- ☆ *Intergalactic Food Find* activity sheet (page 19)
- ☆ Colored construction paper (orange, green, blue, red and purple)
- ☆ Tape
- ☆ Marker
- ☆ Glue
- ☆ Food packaging from a variety of foods
- ☆ Glue gun and glue sticks
- ☆ Large, plastic toy hoops (orange, green, blue, red and purple)

See the Teacher Notes at the back of this resource (on pages 21 & 22) for more information on this adventure.

Class Discussion:

The *L.A.U.N.C.H.*™ Team is hungry for some healthy snacks. Brainstorm nutritious snack ideas, including a variety of foods from the five food groups in USDA's *MyPyramid For Kids*. Before beginning, use colored construction paper to cut out five "planets." Label each with the corresponding food group name and tape to a wall in the classroom.

- ☆ Introduce *L.A.U.N.C.H.*™ and emphasize the importance of choosing a variety of foods from each food group.
- ☆ Let students take turns naming a favorite snack from each food group.
- ☆ Ask students what food group the snack belongs to and write it down in the appropriate "planet." Some may be combination foods that belong to more than one food group such as a sandwich, pizza or cheese and crackers.

Teaching Tip:

Teach children that food choices that are high in calories, fat, sugar and salt should be limited but can be enjoyed at times. Focusing on nutritious foods from the five food groups in USDA's *MyPyramid For Kids* will help children learn how to adopt a healthy eating pattern.

Activity:

Set up an intergalactic station for each of the five food groups in USDA's *MyPyramid For Kids* in your classroom, the school gym or outside (weather permitting). Ask students to think of a healthy snack they like to eat from one of the five food groups in

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ADVENTURE 4

FLYING WITH MYPYRAMID

Continued



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USDA's *MyPyramid For Kids*. They can use an idea from the *Class Discussion* brainstorming activity for this or you can provide each student with a picture of a food from one of the food groups. Have the students get in a line and put their hands on the shoulders of the student in front of them to form a *L.A.U.N.C.H.*™ "rocket ship." Guide them around the classroom, stopping at each food group station. Ask students to "disembark" when the rocket ship gets to the station to which their snack idea or picture belongs.

Student Adventure 4: Intergalactic Food Find

The objective for students on the *Intergalactic Food Find* activity sheet (page 19) is to help *Glubber* identify foods from each food group. Ask them to color in the foods from each group in USDA's *MyPyramid For Kids*.

Allergy Awareness: To ensure safety, always check with students and their parents for any food allergies before activities that involve bringing foods or food packaging into the classroom. The ingredient list found on food labels is especially useful for identifying ingredients that may cause an allergic reaction.

Allergy and Anaphylaxis Resource:

★ Food Allergy & Anaphylaxis Network School Program:
www.foodallergy.org

Home Connection:

Creating an alien out of food packages representing foods from the five food groups is a hands-on way to instill the notion that "you are what you eat."

At Home or Cafeteria: With the help of an adult, have students collect empty food packages of some of the foods they eat from the five food groups, such as cereal boxes, juice cans, yogurt containers, raisin boxes, milk cartons and bean cans. Ask them to make sure they clean them properly before bringing them to class.

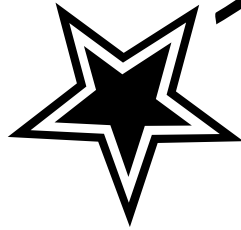
In Class: Divide the class into five groups. Make sure that each group has an adequate supply of packaging. Ask the students to create 3-D models of an alien using the food packaging they collected. A glue gun used by you or a parent volunteer can be used to help hold the models together.

Active Learning: Planet Hop for Healthy Eating

Use five large, plastic toy hoops (orange, green, blue, red and purple) and have students imagine these are planets that represent the five food groups in USDA's *MyPyramid For Kids*. Place them in an open area on the ground. Have students take turns standing in each toy hoop and then jump up for healthy eating. Ask them to jump up the same number of times as the number of Food Group Servings they should eat from that food group each day. Girls and boys ages 4 to 8 years old should eat 5 ounce servings of grains, 1 1/2 to 2 cups vegetables (about 4 servings), 1 1/2 cups fruits (about 3 servings), 2-3 cups milk products and 4-5 ounces lean meat and beans each day. They can use different actions like running or skipping to move from one "planet" to the next.



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Students explore how food labels give us important information for healthy eating.

Learning Expectations:

1. Understand that different types of food are needed for good health.
2. Know that foods are classified into five food groups.
3. Identify the food groups and give examples of foods in each group.
4. Recognize that food packaging gives us important information for healthy eating.

Subject Links:

Health, Language Arts, Art, Physical Education

Materials & Resources:

- ☆ A variety of empty food packages (choose a few different foods from each of the five food groups in USDA's *MyPyramid For Kids*)
- ☆ 5 large sheets of drawing board (one of each - orange, green, blue, red and purple)
- ☆ *Finding Food Labels* activity sheet (page 20)
- ☆ Masking tape
- ☆ Marker
- ☆ USDA's *MyPyramid For Kids* poster.
Visit www.mypyramid.gov/kids
- ☆ Paper (1 sheet per student)
- ☆ Crayons or colored pencils

- ☆ Scissors for students to use
- ☆ Glue
- ☆ Magnifying glass

Class Discussion:

Many items that we buy have labels that tell us something about that item. Ask students to try to find a label on their own clothes. Use the following analogy to introduce food labels on packaged foods. In some ways, food labels are a little like the labels on your clothing. In both cases they tell us important information, such as the size (or the amount of food in the package), who made it and what it is made from (food labels include a list of ingredients). The food labels also give us more information about what the food can provide to our body (Nutrition Facts label). Label information helps people decide if they want to buy an item or how much they should eat. Distribute a variety of empty food packages to students. Then explore:

- ☆ What is a label?
- ☆ Where do you see food labels?
- ☆ What do food labels tell us?

Teaching Tip:

The information found on the food labels on packaged foods, such as the list of ingredients and nutrition information, can help us make informed food choices. Students in Grades K-1 can begin to learn about the kinds of information they may

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ADVENTURE 5

FINDING FOOD LABELS



Continued

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find on food packaging. They can also learn to recognize the Nutrition Facts labels on packaged foods. As they get older they can learn to read and use the nutrition information on food labels. Nutrition Facts labels are now mandatory on most packaged foods. Food manufacturers must use standard formats for the Nutrition Facts labels, making them easier to recognize and read. It is important that students understand that many foods without a food label or Nutrition Facts label, such as fresh vegetables and fruit, are healthy choices as well.

Learn more about nutrition labeling at www.cfsan.fda.gov/~dms/foodlab.html

Home Connection:

At Home or Cafeteria: Have students go on a "Food Package Hunt" with the help of an adult. Ask them each to bring to class two clean, empty food packages.

In Class: Use these empty food packages for the two classroom activities. Sort through the packages, to ensure the collection has foods that belong to each of the five food groups of USDA's *MyPyramid For Kids*. Eliminate packages for foods that are combination foods (e.g. pizza, stew, frozen dinners) since these foods will be challenging for students to classify. Redistribute the packages to students, using those you brought in for the class discussion as needed.

Activities:

1. In preparation for this activity, tape the 5 pieces of colored drawing board to a wall in your classroom. Use the marker to write the name of the corresponding food group at the top of each drawing board. Place plenty of pieces of masking tape on each one, so students can stick the empty food packages to them. Then begin this activity by reviewing the five food groups from USDA's *MyPyramid For Kids*. Remind students that we need to enjoy a variety of foods from each of the five food groups for good health. Then let students take turns using the magnifying glass to pretend they are food packaging detectives trying to help the L.A.U.N.C.H.™ Team understand food labels. Have each student do a very brief show and tell about one of the food packages. Ask the class to try to guess what food group to which each food belongs. When they guess correctly, the student can stick their food package on the drawing board for that food group. You may wish to spread this activity over the course of a whole week, having a few children play the food packaging detective each day.

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ADVENTURE 5

FINDING FOOD LABELS

Continued



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2. Provide each student with art supplies and a piece of paper divided into five parts. Using the food group displays from Activity 1 as a guide, ask students to draw and color one of their favorite foods in each part, one from each of the five food groups.

Student Adventure 5: Finding Food Labels

Have students help *Handy-Bot* find the Nutrition Facts tables on food packages. Use the rest of the food packages that students brought to class and the ones you brought in for the class discussion to ensure each student has a package with a Nutrition Facts panel. Ask them to cut and paste a Nutrition Facts table in the magnifying glass *Handy-Bot* is holding on the *Finding Food Labels* activity sheet (page 20). Post the completed activity sheets in the shape of a L.A.U.N.C.H.™ rocket.

Active Learning:

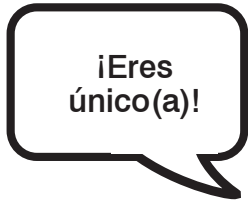
I spy with my little eye

Play a game of *Captain Kip's* "I spy with my little eye..." using the food packaging displays students created in Activity 1. Before you begin, let students know that you will be giving food clues. Ask students to run up to the display and touch the food package they were assigned in Activity 1 when they recognize a clue that matches it. Call out something related to one of the food packages, for example "a food package that's blue and belongs to the Milk group." Each time a student gets a clue, have everyone jump up and down 5 times.

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DIBUJA O COLOCA UNA FOTO DE
CÓMO TE VES AHORA AQUÍ

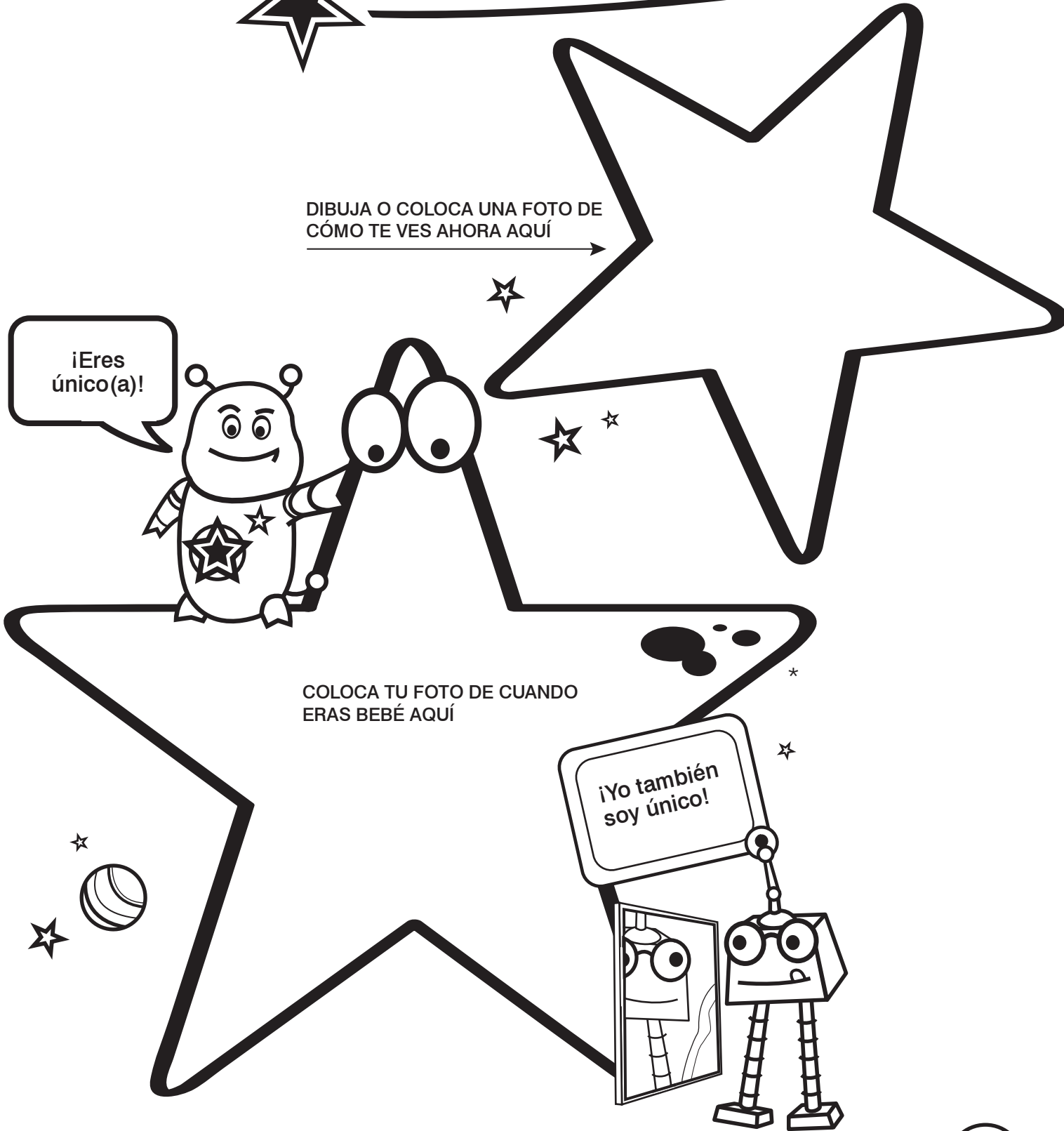


¡Eres
único(a)!

COLOCA TU FOTO DE CUANDO
ERAS BEBÉ AQUÍ



¡Yo también
soy único!



Aventuras para el bienestar,
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AVENTURAS ESTUDIANTILES PARA
 LOS GRADOS K-1

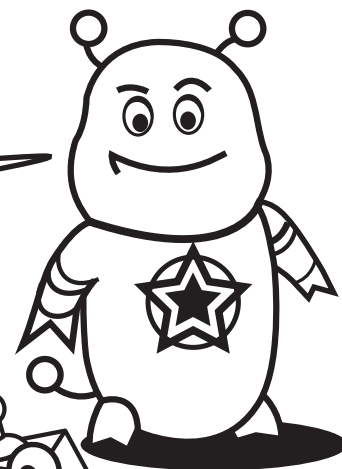
AVENTURA 2

COMIENZA TU DÍA DE FORMA SALUDABLE



¡Comienza tu día de forma saludable!
 Ayuda a Glubber a hallar el camino
 saludable hacia la escuela. Colorea todos
 los hábitos saludables en el camino.

¡No olvides
 tu agua!



¿Cuántos hábitos saludables coloreaste? _____

Aventuras para el bienestar,
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¡El comer un desayuno te brinda energía para comenzar tu día! Colorea los alimentos que te gusta comer para el desayuno

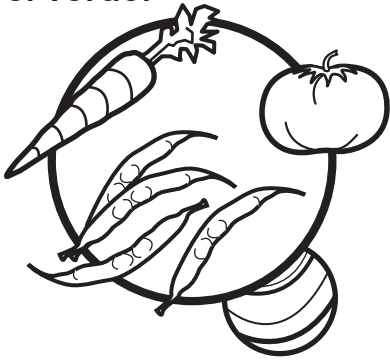


AVENTURA 4
BÚSQUEDA INTERGALÁCTICA
DE ALIMENTOS

Aventuras para el bienestar,
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Colorea el planeta de las
verduras y las hortalizas
con el verde.



Colorea el planeta de
las frutas con el rojo.



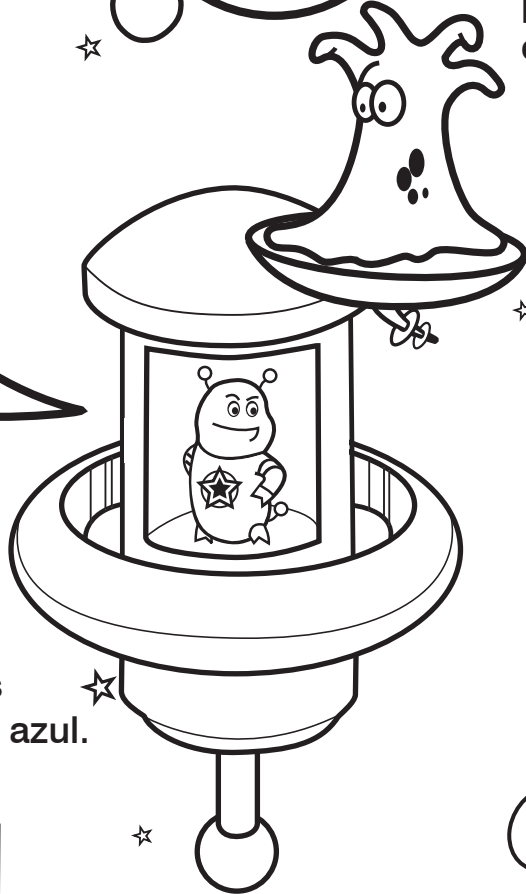
Primero, colorea cada planeta
con los colores que se enumeran
abajo. Luego, colorea todos los
alimentos que te gusta comer.



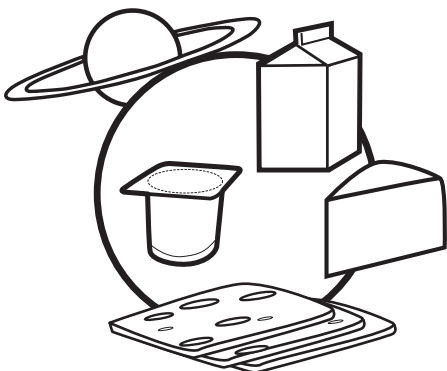
Colorea el planeta de los
productos de granos con
el naranja.



Ayuda a Glubber a
elegir alimentos de
los cinco grupos
alimentarios para
una alimentación
saludable.



Colorea el planeta de los
productos lácteos con el azul.



Colorea el planeta de la
carne y los frijoles con
el púrpura.



Aventuras para el bienestar,
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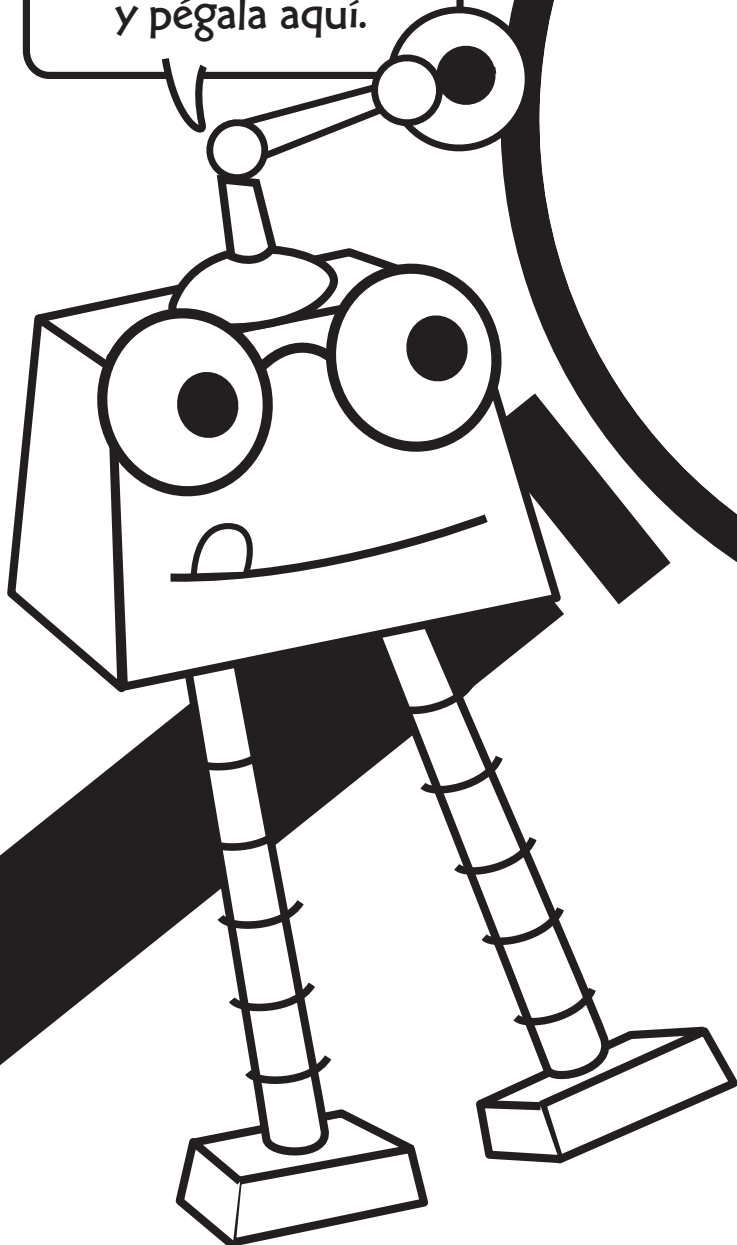


AVENTURAS ESTUDIANTILES PARA
LOS GRADOS K-1

AVENTURA 5

**HALLANDO LAS ETIQUETAS DE
LOS ALIMENTOS**

Halla una etiqueta de
Información
Nutricional. Recórtala
y pégala aquí.



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Grades K-1

TEACHER NOTES

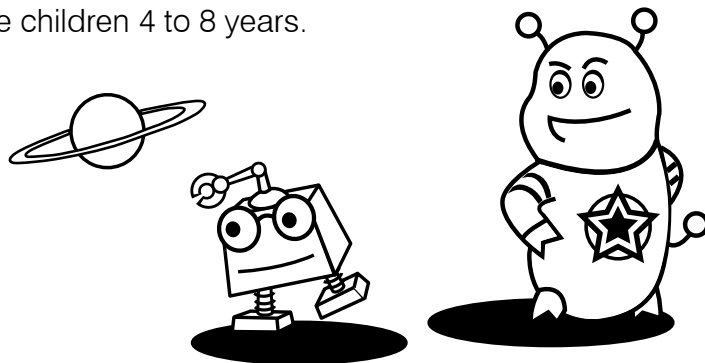
HEALTHY EATING FOR CHILDREN

Healthy eating provides children with the energy and nutrients they need to grow, to learn and to feel good. Children can learn healthy eating habits from a young age. These include enjoying a variety of foods for breakfast, lunch and dinner, choosing healthy snacks and drinking plenty of water and other fluids. USDA's *MyPyramid For Kids* emphasizes the importance of enjoying a variety of foods from each food group every day. Exploring foods from other cultures can get children interested in trying new foods and may help to expand the variety of foods they enjoy.

Nutritious Choices

Children can learn to make nutritious choices by focusing on choosing foods from the five food groups in USDA's *MyPyramid For Kids*: Grains, Vegetables, Fruits, Milk Products and Meat & Beans. The amount of food children need depends on their age. Keep in mind that young children have small stomachs so they need to eat small amounts of food more often throughout the day. This chart shows the recommended number of Food Group Servings for moderately active children 4 to 8 years.

FOOD GROUP	SERVINGS (per day)
Grains	5 oz. equivalents
Vegetables	1 1/2 - 2 cups
Fruits	1 1/2 cups
Milk Products	2 - 3 cups
Meat & Beans	4 - 5 oz. equivalents



Food for Fuel

It's important for children to fuel up with nutritious foods at meals and snacks throughout the day and to drink water regularly as well as milk and 100% juice to stay hydrated. Children who don't get the energy and essential nutrients their bodies need may feel tired, weak and have a hard time paying attention in class. Being active helps maintain a healthy energy balance and develop strong, healthy bodies.

The Importance of Breakfast

The USDA's *MyPyramid For Kids* recommends "start smart with breakfast," everyday. Breakfast is often referred to as the most important meal of the day. Eating breakfast provides the body with energy and essential nutrients and can help improve attention, classroom behavior and school performance. Eating breakfast may help to control hunger later in the morning and regular breakfast eating is also associated with healthy weights. People who skip breakfast often don't make up for those missed nutrients later in the day. Breakfast should provide about 25% of daily energy and nutrient needs. A balanced breakfast includes at least three of the five food groups.

TEACHER NOTES (Continued)

Less Healthy Food Choices

The *2005 Dietary Guidelines for Americans* encourages children to limit food and beverage choices that are high in calories, fat, saturated fat, cholesterol, sugar and salt (sodium) but low in essential nutrients like fiber, vitamins and minerals. These include cakes, cookies and pies, regular soft drinks, sugars and candy, fruit drinks (fruitades and fruit punch), ice cream, and fried foods and salty snacks including French fries, potato chips, corn chips and tortilla chips. These foods should be limited but can be enjoyed at times.

Fat for Children

The *2005 Dietary Guidelines for Americans* encourages people to limit intake of fats and oils high in saturated fat and keep *trans* fats as low as possible. However, fat is a key source of energy (calories) for children's healthy growth, development and activity needs. Encourage children to choose low-fat or fat-free nutritious foods. For example, nutrient rich foods that are low in fat include fiber-rich whole grain foods, low-fat milk and yogurt and lean meat. Following the USDA's *MyPyramid* overarching theme, eat a variety of foods from all food groups and eat foods high in fats with moderation.

Sugar for Children

The *2005 Dietary Guidelines for Americans* encourages people to choose and prepare foods and beverages that are "nutrient-dense" – meaning they provide important nutrients to the diet rather than just calories. Foods that are high in sugar but low in essential nutrients (like doughnuts, cakes and candy) should be enjoyed in limited amounts because they may replace foods that provide important nutrients. It is also important to recognize that some foods with added sugars can actually deliver important nutrients to kids (such as milk, yogurt or cereal) - rather than displace them.

Foods Lower in Salt (Sodium)

The *2005 Dietary Guidelines for Americans* encourages people to choose and prepare foods with little salt. At the same time, foods high in potassium, such as vegetables and fruits, should be encouraged. Some foods that can be high in sodium include pizza, salad dressings, soup, frozen and canned foods, salsa, potato chips, tortilla chips and pretzels.

Water Wise

Water is an essential nutrient. Children should be encouraged to drink water regularly to quench their thirst, especially before and after exercise. Most fluids (e.g., milk and juice) and many foods (e.g., fruits) are great sources of water. However, plain water quenches thirst, is inexpensive and when fluoridated may help prevent tooth decay.

Food Guide Facts

For more information on healthy eating, see <http://www.mypyramid.gov/kids/>.

Physical Activity

For more information on active living, visit
<http://www.cdc.gov/nccdphp/dnpa/physical/recommendations/young.htm>.





Assessment Guide

	Level 1	Level 2	Level 3	Level 4
Understanding of concepts	demonstrates little or no understanding of central ideas and concepts	demonstrates partial but limited understanding of central ideas and concepts	demonstrates essential understanding of central ideas and concepts	demonstrates full understanding and use of central ideas and concepts
Class discussion	minimal effort to participate	sometimes answers questions but rarely contributes relevant information	answers questions and usually contributes some relevant information	consistently answers questions and always contributes relevant information
Class activities	participates actively only with constant encouragement	sometimes participates in class activities with occasional encouragement	requires no encouragement to participate actively	enthusiastically participates in all activities and encourages others
Student activity sheet	with assistance completes activity sheet with frequent errors and does not apply new knowledge learned	completes activity sheet with partial application of concepts taught with a few errors	completes activity sheet with minor errors and applies most of the new knowledge learned	completes activity sheet independently with accuracy and thorough application of all concepts taught
Homework completion	does little of the required work at home and does not return materials to school	does some of the required work at home but materials are not returned on time	does the required work at home and usually returns materials on time	does all the required work at home and goes beyond expectations; materials are always returned promptly