



Connecting School Meals and Classroom Learning

Nutrition and Physical Activity

The 2005 Dietary Guidelines and the Centers for Disease Control and Prevention (CDC) recommend that children and adolescents engage in at least 60 minutes of physical activity on most, preferable all, days of the week. Engaging in regular physical activity and reducing sedentary activities helps promote health, psychological well-being and healthy body weight. This 3-part lesson teaches and reinforces this important health guideline in both the classroom and cafeteria.

PART 1—CLASSROOM INSTRUCTION: GET MOVING FOR HEALTH

After a quick look at MyPyramid, students complete charts about the benefits of physical activity. They learn the “F.I.T.” factors (frequency, intensity, time) as guidelines for remembering how much physical activity they need to stay healthy. Then, using a charade activity, they learn the differences among sedentary, moderate and vigorous physical activities. Finally, students use the “F.I.T.” factors to evaluate the activity plans of three students. **Activity Length—45 minutes [For teachers with shorter periods, teach Part 1 during two class periods: Part 1A—Steps 1-5 (20 minutes) and Part 1B—Steps 6-10 (25 minutes).]**

PART 2—APPLICATION ACTIVITY: WALKING UP THE WASHINGTON MONUMENT

Students become more aware of their physical activity by participating in a variety of physical activity challenges. As a class, as part of a smaller team and then individually, students track the number of stairs they climb each day to see how long it takes them to walk the equivalent number of steps of three famous monuments. **Activity Length—55 minutes. [Challenge 1—15 minutes; Challenge 2—25 minutes; Challenge 3—15 minutes.]**

PART 3—CAFETERIA CONNECTIONS: ENERGY SCAVENGER HUNT

Students examine the differences between “sustained-energy” and “quick-energy” foods by conducting a scavenger hunt in the school. Foods, their locations and suggestions for including more sustained-energy foods in the school setting will be discussed. **Activity Length—30 minutes. [Activity 1—15 minutes; Activity 2—15 minutes.]**

PHYSICAL ACTIVITY/NUTRITION OBJECTIVES

Students will be able to:

- State that physical activity, along with nutrition, are two important components of good health.
- Identify the following health benefits of physical activity: stronger bones, stronger muscles and better overall fitness.
- State that for best health, they need 60 minutes of physical activity, 7 days a week.
- Explain the differences among sedentary, moderate and vigorous physical activity and provide examples of each activity level.
- Work as a class, on small teams and individually to increase their levels of physical activity.
- Explain the difference between quick-energy foods and sustained-energy foods and identify foods of each type.

- **Transparency B—Benefits of Physical Activity**
- **Handout 1—Benefits of Physical Activity** (one copy for each student)
- **Transparency C—Sedentary? Moderate? Vigorous?**
- **Handout 2—Roles for Sedentary, Moderate, Vigorous Charades** (one copy for the class)
- **Handout 3—Physical Activity Case Studies** (one copy for each student)
- **Handouts 4A and 4B—Walking Up the Washington Monument**
- Poster board or large sheet of paper
- **Handouts 5A and 5B—Walking Up the Sears Tower** (one copy for each group of 5 students)
- **Handout 6—Walking Up the Eiffel Tower** (one copy for each student)
- **School Breakfast Menu**
- **School Lunch Menu** (one copy for each student)
- **Handout 7—Energy Scavenger Hunt** (one copy for each student)

MATERIALS

- **Transparency A—MyPyramid for Kids**
- Overhead projector or LCD Projector
- Screen

ADVANCE PREPARATION

- Review the entire lesson to become familiar with it.
- If students need a review of nutrition concepts, you may wish to teach one of the earlier **Bridges to Wellness** lessons. These are **Lesson 1—3-A-Day of Dairy Nutrient Package** and **Lesson 2—Food Groups to Encourage**. They can be found at www.schoolnutrition.org/bridgestowellness or www.NutritionExplorations.org. For a description of these lessons, see “Other Resources” on page 11.
- Decide whether you will teach Part 1 in a single period or divide it over 2 days. If you are dividing Part 1, we suggest you stop after Step 5 on Day 1.
- Decide whether you will project the transparencies on an LCD projector or use an overhead projector. If you will be using an overhead projector, make a transparency of **Transparencies A, B and C**.
- Photocopy **Handouts 1—Benefits of Physical Activity**, **Handout 3—Physical Activity Case Studies** and the school menu, making one copy for each student.
- Photocopy one copy of **Handout 2—Roles for Sedentary, Moderate, Vigorous Charades**. Cut out the 12 squares along the dotted lines to use in Step 9.
- Enlarge **Handouts 4A** and **4B—Walking Up the Washington Monument** to the size of a poster or bulletin board.
- Post the enlarged version of the handout in a place where students can see it and write on it.
- Photocopy **Handouts 5A** and **5B—Walking Up the Sears Tower**, making one copy for each team of 5 students (for Challenge 2).
- Photocopy **Handout 6—Walking Up the Eiffel Tower**, making one copy for each student. (for Challenge 3).
- Photocopy **Handout 7—Energy Scavenger Hunt** and the school lunch menu, making one copy for each student.
- Post the school breakfast (if available) and school lunch menus on a bulletin board in the school hallway or cafeteria.
- In preparation for Activity Two of Cafeteria Connections, contact the school nutrition representative (school nutrition director, school nutrition manager) and another representative of the school wellness team or committee.





Part 1—Classroom Instruction: Get Moving for Health

1. Begin this lesson with a discussion of the word “health.”

- Most people say that good health is very important to them.
- Why do people want to be healthy? *Accept all reasonable responses.*
- Why do you want to be healthy? *Accept all reasonable responses.*
- What can you do when you’re healthy that you might not be able to do when you don’t feel well? *Accept all reasonable responses.*
- What are some of the ways students your age can take responsibility for their own health? *Accept all reasonable responses. Responses may include: Make smart food choices; be physically active; get enough sleep; keep yourself clean; use a seat belt.*

2. Project Transparency A—MyPyramid for Kids. Explain:

- The United States government created MyPyramid to help Americans remember what they need to do to get healthy and stay healthy.
- MyPyramid visualizes two important things we need to do to stay healthy.
- Take a look at this illustration.
- Then, on a sheet of paper, jot down what you think are the two main health messages in this graphic.

Ask several students for their ideas. Then ask the entire class to read the words under the title “MyPyramid for Kids” in the upper right hand corner: *“Eat Right. Exercise. Have Fun.”*

Explain:

- Eating right and being active are two very important ways to get healthy and stay healthy.
- Today’s lesson will focus mostly on “being active.”
- We will start by learning three important benefits of being physically active.

NOTE: If students need instruction on the importance of “eating right,” you may want to teach two earlier **Bridges to Wellness** lessons: **Lesson 1—3-A-Day of Dairy Nutrient Package** and **Lesson 2—Food Groups to Encourage**. They can be found at <http://www.schoolnutrition.org/bridgestowellness> or www.NutritionExplorations.org. For a description of these lessons, see “Other Resources” on page 11.



3. Project Transparency B—Benefits of Physical Activity. Distribute Handout 1—Benefits of Physical Activity to students.

Discuss Benefit #1:

- What do you think is pictured in the box on the first line? *A photograph of a magnified bone cell.*

Write “Stronger Bones” on the first line in the benefit column. Have students add this benefit to their own charts.

Continue the discussion:

- Activities that strengthen our bones are those that involve your legs and feet bearing all your weight. We call them “weight-bearing” activities. Walking, running, dancing and inline skating are all weight-bearing activities and help build strong bones.
- What food group is important for helping to build stronger bones? *Milk Group.*
- What nutrients in the Milk Group help build stronger bones? *Calcium, vitamin D, phosphorus, potassium, magnesium and protein.*
- Why are stronger bones important for students your age? *Accept all reasonable responses.*

Summarize and extend the discussion by writing the following items in the column titled "Important Because":

- Provide structure for the body.
- Needed for movement with muscles.
- Act as a coat of armor protecting organs, such as the brain, lungs and heart.

Have students write this information in the "Important Because" column on their handouts.

4. Discuss Benefit #2:

- What do you think is pictured in the box on the second line? *A photograph/drawing of magnified muscle tissue.*

Write "Stronger Muscles" on the second line in the benefit column and have students add this benefit to their charts.

Continue the discussion:

- What food group helps build stronger muscles? *Meat Group.*
- What nutrient in the Meat Group is important for stronger muscles? *Protein.*
- What other food group is a good source of protein? *Milk Group.*
- Why are stronger muscles important for students your age? *Accept all reasonable responses.*

Summarize and extend the discussion by writing the following items in the last column:

- Give us strength to do all activity.
- Work with our bones to move our body.
- Help prevent us from injuring ourselves.

Have students add this information to the "Important Because" column of their handouts.

5. Discuss Benefit #3:

- What does the picture in the box on the third line symbolize? *Being fit.*

Write "Better Overall Fitness" on the third line in the benefit column and have students add this benefit to their charts.

Continue the discussion:

- There are Five Food Groups we need for good health. Four of these groups are considered "Food Groups to Encourage." They are especially important to help us improve our fitness. "Food Groups to Encourage" provide important nutrients of which Americans do not currently get enough in their diets. What are the "Food Groups to Encourage"? *Milk Group, Vegetable Group, Fruit Group and Grain Group.*
- Why is being fit important for students your age? *Accept all reasonable responses.*

Summarize and extend the discussion by writing the following items in the last column:

- Helps you grow and stay healthy.
- Helps you look and feel good.
- Helps you think and perform well.

Have students add this information to the "Important Because" column of their handouts.

NOTE: If you are teaching Part 1 over two class periods, stop here on Day 1. On Day 2, add a short review of Day 1 before beginning with Step 6.

6. Move on to discuss the amount and type of physical activity students need to stay fit.

Ask students:

- How much physical activity do you think 5th (or 6th) graders need to do each week to stay healthy? *Accept all reasonable responses.*

Introduce the "F.I.T." factors. Explain:

- In order to get fit and stay fit, we can use the word "F.I.T." as an easy reminder about how much physical activity we should do.

Write the word "F.I.T." horizontally and the letters "F," "I" and "T" in a column, like this:

F.I.T.
F
I
T

Use the letter "F," to spell the word "Frequency."

F.I.T.
Frequency
I
T

Discuss:

- What does the word “frequency” refer to? *How often you do an action.*

NOTE: If students are not familiar with one or more of the terms in Steps 6, 7 and 8, have them find the definitions in their dictionaries.

- Think for a moment. How many days a week do you think you need to be physically active in order to stay healthy?

Ask several students for their guesses. After all have answered, tell them:

- The experts recommend that you need to be physically active 7 days a week.

Next to “frequency,” write “7 days a week.”

7. Use the letter “T” to spell the word “Time.”

F.I.T.
Frequency
|
Time

Discuss:

- What do you think “time” refers to? *How long you are active each day.*
- Does anyone have a guess what the experts recommend? *Accept all reasonable responses.*
- Actually, experts think that for 5th (or 6th) graders to stay healthy, they need 60 minutes of physical activity daily.

Next to “time,” write “60 minutes per day.”

8. Use the letter “I” to spell the word “Intensity.”

F.I.T.
Frequency
Intensity
Time

Discuss:

- What do you think the word “intensity” refers to in relationship to exercise? *The amount of energy you use during activity.*
- Different physical activities use different amounts of energy.
- The types of activities that help you stay fit are moderate or vigorous in intensity.

9. Project Transparency C—Sedentary? Moderate? Vigorous? Use the transparency to introduce these three terms by reading out loud (or having students read out loud) the material at the top of the chart.

Ask for 12 volunteers. Give each volunteer one slip of paper prepared from **Handout 2—Physical Activity Charades**. Volunteers will act out the activities written on the slips of paper. The rest of the class will:

- Identify each activity.
- Discuss and decide whether the activity is a sedentary, moderate or vigorous physical activity.

The activities on Handout 2 are:

- Fast dancing—vigorous
- Walking at moderate speed—moderate
- Drawing—sedentary
- Watching TV—sedentary
- Football—vigorous
- Leisurely bicycling—moderate
- Swimming—vigorous
- Playing a video game—sedentary
- Volleyball—moderate
- Stretching—moderate
- Riding in a car—sedentary
- Walking up stairs—vigorous

After each activity and its level of intensity are identified, add the activity to the appropriate column on **Transparency C**.

When all activities have been identified, point out:

- In order to get fit and stay fit, the physical activity you do for 60 minutes, 7 days a week, must be either moderate or vigorous.
- That means when you’re doing the activity, your lungs are breathing more; your heart is beating more quickly; and you may be getting warmer.

10. Check that students understand the concepts in this lesson by distributing Handout 3—Physical Activity Case Studies. Review the directions. Allow each student to work individually or with a partner to evaluate the three case studies and make recommendations for improvements.

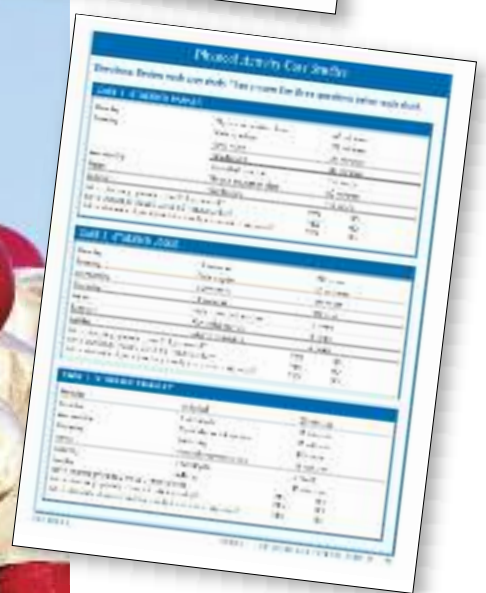
When students are done, review the case studies and ask what each of the three students needs to do to meet the F.I.T. guidelines:

- Case 1 (Parker) needs to increase the frequency of activity to 7 days a week.
- Case 2 (Jessie) needs to increase the intensity of activity to include more moderate and vigorous physical activities.
- Case 3 (Charley) needs to lengthen the time of daily physical activity.

For each case study, ask students for specific suggestions on what Parker, Jessie and Charley could do to meet the F.I.T. recommendations for physical activity.

Then review the main points of this lesson with the class: Physical activity, along with nutrition, is an important part of staying healthy.

- What are three benefits of physical activity that we covered today? *Stronger bones, stronger muscles, better overall fitness.*
- To get enough physical activity, what is the word we need to remember? *F.I.T.*
- What does “F” stand for? *Frequency—7 days a week.*
- What does “I” stand for? *Intensity—Moderate to vigorous activity.*
- What does “T” stand for? *Time—60 minutes a day.*





Part 2—Application Activity: Walking Up the Washington Monument

Students become more aware of their physical activity by participating in three physical activity challenges. As a class, as part of a small team and then individually, students track the number of stairs they climb each day to see how long it takes them to walk the equivalent number of steps of three famous places.

ADVANCED PREPARATION PART 2

- Enlarge **Handouts 4A** and **4B—Walking Up the Washington Monument** to the size of a poster or bulletin board. Tape the top half to the bottom half.
- Post the enlarged version of the handout in a place where students can see it and write on it.
- Photocopy **Handouts 5A** and **5B—Walking Up the Sears Tower**, making one copy for each team of 5 students (for Challenge 2).
- Photocopy **Handout 6—Walking Up the Eiffel Tower**, making one copy for each student (for Challenge 3).

Challenge One

Begin the activity by discussing the Washington Monument with students. Questions could include:

- Where is the Washington Monument located? *Washington, D.C.*
- Who is it named for? *George Washington.*
- What shape is the monument? *An obelisk.*
- Has anyone in the class ever visited it? *Accept all reasonable answers.*

Tell students that the Washington Monument is 555 feet high and has 898 stairs from the ground to the observation deck. Up until a few years ago, visitors to the monument could choose to take the stairs to the top instead of the elevator. Explain that, as a class, students will see how long it takes them to walk the equivalent numbers of stairs as are in the Washington Monument.

Recently the class has been studying the importance of getting enough moderate to vigorous physical activity. Climbing stairs is a vigorous physical activity.



Point out the enlarged poster. Explain: Students will keep track of the number of stairs they climb each day—at home, at school or anywhere. Each morning, students will fill in the number of boxes on the poster equivalent to the number of stairs they climbed the previous day.

NOTE: A class of 25-30 students is likely to climb 898 steps in 1-2 days.

NOTE: If any of your students are physically handicapped and unable to climb stairs, work with your school's physical education teacher to personalize a challenge for each handicapped student.

Challenge Two

After the class has completed Challenge 1, compliment them on their success. Ask them to estimate how many minutes they added to their physical activity by climbing stairs.

Introduce the Challenge 2—Walking up the Sears Tower.

Discuss the Sears Tower with students:

- Where is the Sears Tower located? *Chicago, Illinois.*
- Why is the Sears Tower famous? *For 25 years, it was the tallest building in the world.*
- Has anyone ever visited the Sears Tower? *Accept all reasonable answers.*

At 1,450 feet tall, with 2,232 steps, the Sears Tower was the world's tallest building from 1973 until 1998. Explain that Challenge 2 will be walking the equivalent number of stairs as are in the Sears Tower.

Organize students into teams of five. Give each team one copy of **Handouts 5A** and **5B—Walking Up the Sears Tower**. Have all team members write their names on the top of the handout. Have teams tape the top half to the bottom half. Review the directions for completing the handout.

OPTIONAL: Have teams also come up with a team name.

Have teams meet to discuss and determine:

- How many stairs they each walked to complete the first challenge.
- How many stairs they actually could walk per day.
- What is a realistic goal to complete this task:
 - How many stairs will the team climb each day?
 - Based on the number of stairs they plan to walk each day, when is their target date for completing the challenge?
- Have students complete the "Setting Our Goal" section of **Handout 5**.

Post the handouts in a place where teams can easily reach them to update their stair walking. As each team reaches its goal of 2,232 steps, acknowledge their accomplishment.



Challenge Three

After all teams have "Walked Up the Sears Tower," review the physical activity concepts covered in this lesson. Then distribute a copy of **Handout 6—Walking Up the Eiffel Tower** to each student. Explain that students now have a chance to complete a challenge on their own.

Discuss the Eiffel Tower:

- Where is the Eiffel Tower located? *Paris, France.*
- When was the Eiffel Tower built? *1889.*
- Has anyone visited the Eiffel Tower? *Accept all reasonable answers.*

With 695 steps, the Eiffel Tower was the world's tallest building from 1889 until 1930. Explain that Challenge 3 will be for each student to individually walk the equivalent number of steps as are in the Eiffel Tower.

Have each student set a realistic goal that includes the number of stairs they will climb each day and the target date for completing the walk.

As each student completes his or her challenge in the days ahead, you may want to acknowledge his or her accomplishments publicly.



Part 3—Cafeteria Connections: Energy Scavenger Hunt

Students examine the differences between sustained-energy and quick-energy foods by conducting a scavenger hunt in the school. Foods, their locations, and suggestions for including more sustained-energy foods in the school setting will be discussed.

NOTE: School districts and school buildings vary on the types of foods and beverages offered outside the school breakfast and school lunch program. Please modify this activity according to your current environment.

The Cafeteria Connection consists of two activities which take place on separate days, preferably a week apart. Activity 1 is a classroom activity, while Activity 2 can take place either in the classroom or in the cafeteria.



ADVANCE PREPARATION—PART 3

- Review the Cafeteria Connections.
- Photocopy **Handout 7** and the school lunch menu, making one copy for each student.
- Post the school breakfast (if available) and school lunch menus on a bulletin board in the school hallway or cafeteria.
- In preparation for Activity 2, connect with the school nutrition representative (school nutrition director, school nutrition manager) and with another representative of the school wellness team. Arrange for them to participate in Activity 2 for a discussion of healthy foods in the school building.

Activity 1

Explain to students:

- Now that you know more about the importance of physical activity, let's talk about how to prepare your body to do physical activity. Just as an automobile needs fuel to run, your body needs fuel for all of its activities, especially physical activity.
- Where does the body get the fuel? **Food.**
- Do you think all foods provide fuel in the same way?
Accept all reasonable responses to generate discussion.

- Scientists have found that some foods are better sources of sustained energy than others. The difference has to do with how the foods break down when they are digested. Some foods release quick energy. They give the body a sudden burst of energy, but then the energy drops off and you feel tired and maybe even sleepy.
- Other foods break down more slowly and provide a steady source of energy over a longer period of time. This helps keep your energy level consistent without your feeling highs or lows in your mood and energy. The body tends to work better and your brain is more alert when your body has a constant source of steady energy from sustained-energy foods.
- Complex carbohydrates form one source of good sustained-energy foods, while simple sugars and sweets are quick-energy foods. Sustained energy has to do not only with complex carbohydrates, but also with the balance of different types of nutrients, such as protein, fiber and fat.
- Some examples of sustained-energy foods are a granola bar, whole-wheat bagel, yogurt smoothie (it needs to contain yogurt for the protein), chocolate milk, whole-grain rice and banana (because of the higher fiber content).

- Examples of quick-energy foods: candy, soda and cookies.
- Not all quick-energy foods are necessarily undesirable all of the time. Sometimes, a nutrient-rich quick energy foods (such as orange slices) are desirable for a rapid burst of energy. Think about someone running a marathon or playing an intense sport like soccer. During the activity, a quick-energy snack helps the athlete keep his or her energy up without the digestive system having to work too hard at digesting the food to release the energy. The athlete can eat sustained-energy foods after finishing exercising to help the body recover.

A few examples of Sustained-energy Foods vs. Quick-energy Foods:

Sustained-energy Foods	Quick-energy Foods
Whole-grain bread	Candy bar
Lowfat yogurt	Soda
Banana	Cookies
Snack bar with whole grains	Fruit punch
Cheese & crackers	Chocolate chips
Nuts	High-sugar cereal

Have students each take out a sheet of paper. Instruct them to make two columns. Name one column “Sustained-energy Foods” and the other column, “Quick-energy Foods.” Direct students to think about foods that fall into each category and work with a teammate to list five foods in each category.

When students are done, debrief the activity and distribute **Handout 7** to each student. Explain that students will conduct an “Energy Scavenger Hunt” over the next 3 days. Students should keep their eyes open for all types of foods available throughout the school.

To help students start identifying sustained-energy foods and quick-energy foods available at school, distribute copies of the school menu. Tell students to:

- See which foods are sustained-energy foods and which foods are quick-energy foods.
- Record foods in the appropriate columns on **Handout 7**. Also, record where each food was found.
- Leave no part of the school unturned!
- Check out the cafeteria, vending machines, school store, fundraisers, etc.

Inform students that the school nutrition representative and another member of the school wellness team will visit with the class for a discussion of the results of their search.

Activity Two

Ask your school nutrition representative to meet with your students. After welcoming students to the classroom or cafeteria, the school nutrition representative should explain:

- I understand you have been studying about physical activity and how important it is for health. You also have learned that some foods are better sources of sustained energy than others.
- Why are some foods better sources of sustained energy than others? *Students should respond with the sustained-energy/quick-energy concept.*
- Why would you want to choose foods that are good sources of sustained energy for most meals and snacks? *To give me energy throughout the day. Accept students’ other responses.*
- I want to hear about your search for energy foods here at school.
- What sustained energy foods did you find and where did you find them? *Accept students’ responses.*

Generate discussion about differences among foods in the school store, vending machines, at concessions and those on the school menu. Ask:

- What quick-energy foods did you find, and where did you find them? *Accept all reasonable responses.*
- If you’re participating in sports after school or doing lots of physical activity, what foods can you find at school that will provide the energy you need? *Accept all reasonable responses.*
- Do you have any suggestions for energy foods that we should offer at school? *Be open to student suggestions and, when possible, work to implement them.*

OPTIONAL:

- If a school wellness team representative is able to participate, describe the wellness team’s work in ensuring that all foods offered throughout the school are nutritious. **NOTE:** this discussion is appropriate if the School Wellness team addressed foods offered outside of the cafeteria.) If a team is not in place, involve PTA or PTO members or someone on the student nutrition committee (if applicable).
- Post relevant nutrition education materials on a lunchroom bulletin board, on point-of-sale materials or on the backs of printed menus sent home with students.



Other Resources

For more information on wellness and nutrition education, check out <http://www.NutritionExplorations.org> and <http://www.schoolnutrition.org>!

American College of Sports Nutrition:

- **ACSM Fit Society Page®:** a quarterly electronic newsletter written for the general public on a variety of popular health and fitness topics. Expert commentary and features on exercise, nutrition, sports and health offer tips and techniques for maintaining a physically fit lifestyle.
http://www.acsm.org/AM/Template.cfm?Section=ACSM_Fit_Society_Page

International Food Information Council:

- **Kidnetic.com Leaders Guide: Healthy Eating and Active Living Ideas for Kids and Families:** A comprehensive guide with practical ideas for classroom and take-home activities.
<http://www.ific.org/kidnetic/upload/FullLeadersGuideweb.pdf>

National Dairy Council's "Dairy Council Digest" Archives:

- **Taking Action to Improve Children's Nutrition and Fitness: The Role of Schools:** Background article about the role of schools in promoting healthy eating and physical activity.
<http://nationaldairycouncil.org/NationalDairyCouncil/Health/Digest/dcd74-2Page1.htm>
- **Fueled for Fun:** Online, interactive activity reinforcing the concept of nutrient-rich foods. Appropriate for younger students.
<http://www.nutritionexplorations.org/kids/activities/fueledforfun.asp>

National Football League:

- **NFL Play 60:** Website with games and promotions to motivate kids to increase physical activity.
<http://www.nflrush.com/health>

The President's Council on Physical Activity and Sports:

- **You're It: Get Fit: How to Be More Active and Get in Shape to Meet the President's Challenge:** A booklet with detailed information on physical activity, including its role in healthy living; includes practical suggestions for motivation and increasing physical activity.
<http://www.fitness.gov/challenge/getfitandbeactive.pdf>

School Nutrition Association:

- **Bridges to Wellness:** Online links to Bridges to Wellness lessons available in pdf format, color or black and white. The lessons include:
 - **Lesson 1—3-A-Day of Dairy Nutrient Package—** Students learn about the nutrients in the Milk Group and the health benefits of these nutrients. Strategies include games, mnemonic technique, a fun assessment

to determine one's personal eating style, poster making and a tour of the school cafeteria.

- **Lesson 2—Food Groups to Encourage—** Students are introduced to the four "Food Groups to Encourage"—a subgroup of the five food groups. Strategies include a personal eating assessment, tips for improving one's diet, drawing bar graphs and analysis of the school meal menus.
<http://www.schoolnutrition.org/bridgestowellness>

U.S. Department of Agriculture (USDA):

- **MyPyramid for Kids:** Step-by-step explanation of the key concepts of MyPyramid for Kids.
http://teamnutrition.usda.gov/resources/mpk_close.pdf
- **Inside the Pyramid Steps:** Explanation of the physical activity component of MyPyramid, describing why physical activity is important, how much is needed, calories used and tips for increasing physical activity.
http://www.mypyramid.gov/pyramid/physical_activity.html

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention:

- **Healthy Youth and Physical Activity:** Summary of physical activity needs of youth, including research basis and additional references on the subject.
<http://www.cdc.gov/HealthyYouth/physicalactivity/facts.htm>
- **BAM Body & Mind:** Youth-oriented website with information, games and activities related to physical activity and health.
<http://www.bam.gov>
- **SHPPS 2006: School Health Policy and Programs Study:** National survey assessing school health policies and programs at the state, district, school and classroom levels.
http://www.cdc.gov/HealthyYouth/shpps/2006/factsheets/pdf/FS_PhysicalActivity_SHPPS2006.pdf

For more information on the structures included in Part 2:

- **Sears Tower**
<http://www.theseartower.com>
- **Statue of Liberty**
<http://www.nps.gov/stli/historyculture/history-continued.htm>
- **The Eiffel Tower**
<http://www.tour-eiffel.fr/teiffel/uk/>